REPORT RESUMES

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BUSINESS ADMINISTRATION, SECRETARIAL SCIENCE PROGRAM. SURVEY INFORMATION.

MANITOWOC TECHNICAL INST., WIS. SCHOOL OF BUSINESS

PUB DATE 66

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DESCRIPTORS- *PROGRAM DESCRIPTIONS, *OFFICE OCCUPATIONS EDUCATION, *CURRICULUM, *SECRETARIES, *POST SECONDARY EDUCATION, TECHNICAL INSTITUTES, MANITOWOC TECHNICAL INSTITUTE, WISCONSIN,

THE SECRETARIAL SCIENCE PROGRAM OF MANITOWOC TECHNICAL INSTITUTE IS DESCRIBED TO ASSIST AN EVALUATION TEAM IN THEIR STUDY OF THE BUSINESS ADMINISTRATION-ACCOUNTING MAJOR PROGRAM OF THE SCHOOL. THE OBJECTIVES OF THE 2-YEAR POST-HIGH SCHOOL PROGRAM ARE TO -- (1) PROVIDE INSTRUCTION IN THE SKILLS, KNOWLEDGE, AND UNDERSTANDINGS OF THE SECRETARIAL FIELD, (2) PROVIDE VOCATIONAL GUIDANCE IN THE SECRETARIAL AREA, AND (3) PREPARE THE STUDENT FOR EMPLOYMENT. A DESCRIPTION OF EACH SUBJECT AND ITS OBJECTIVES, AND THE NAME AND OBJECTIVES OF EACH UNIT ARE INCLUDED FOR EACH OF THE FOLLOWING COURSES -- (1) SHORTHAND 1, 2, 3, AND 4, (2) TYPEWRITING 1, 2, 3, AND 4, (3) BUSINESS MATHEMATICS, (4) COMMUNICATION SKILLS 1 AND 2, (5) AMERICAN INSTITUTIONS, (6) ORIENTATION (OCCUPATIONAL SURVEY), (7) MACHINE CALCULATION, (8) PSYCHOLOGY OF HUMAN RELATIONS, (9) ECONOMICS, (10) BUSINESS LAW, AND (11) SECRETARIAL PRACTICE. THE SECRETARIAL SCIENCE MAJOR PROGRAM CONSISTS OF 18 REQUIRED SUBJECTS AND TWO ELECTIVES. (FS)

ED014541

MANITOWOC
TECHNICAL INSTITUTE

Secretarial Science

BUSINESS ADMINISTRATION

VT000913

School of Business

Division of Manitowoc School of Vocational Technical and Adult Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SURVEY INFORMATION

BUSINESS ADMINISTRATION

SECRETARIAL SCIENCE PROGRAM

MANITOWOC TECHNICAL INSTITUTE

1965 - 1966

BOARD OF
VOCATIONAL TECHNICAL AND ADULT EDUCATION

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* *

PREFACE

The information presented in this monograph will serve as a supplement to the School of Business self evaluation booklet prepared by the department in 1964 to assist the evaluation team in their study of the Business Administration-Accounting Major program. The latter monograph is on file in the general office.

The objectives, content, course descriptions, instructional personnel, and student services of the Secretarial Science program are presented herein.

The program described in this monograph is in a constant state of up-grading and growth. As the need for new courses and areas of emphasis arise, changes are adopted to further serve the objectives of the people we serve. The preparation of this monograph has provided additionsl incentive to seek further improvements in making the Business Administration - Secretarial Science program a success.

We extend a sincere thanks to everyone who assisted in the compilation and preparation of this monograph. If the information contained within these pages will serve to be of aid to anyone interested in making a critical evaluation of the Business Administration - Secretarial Science program, we shall consider our efforts compensated.

Gerald E. Mirsberger
School of Business Coordinator

PART I

GENERAL INFORMATION

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PHILOSOPHY AND PURPOSE

The School of Business Technical Division of the Manitowoc Technical INstitute is a public post high school training institution. The current demands of business and our employment projections indicate a definite need for large numbers of trained people in the office occupations. To meet the needs of business, the Manitowoc Board of Vocational Technical and Adult Education has initiated a two-year post-high school training program for individuals preparing for entry into the fields of Accounting and Secretarial Science.

Enrollment in the School of Business Technical Division is available to all high school graduates, and adults meeting equivalency requirements. The Business Administration Program has been developed to provide adequate facilities and instruction in office occupations technology to persons who possess the necessary abilities, interests, and aptitudes as determined by our program of testing, counseling, and guidance.

The objectives of the two-year Secretarial Program stem from the philosophy that immediate employment is the goal of essentially all the graduates.

The program attempts to develop the highest skills in the secretarial field and provides the depth of understanding essential to personal and civic effectiveness. The completion of this curriculum furnishes the background needed to attain the certified professional secretary (CPS) award after the required years of practical experience have been gained.

The specific objectives of the program are:-

To acquaint the student with various positions of a secretarial nature which are suited to her interests and abilities.

To prepare the student for employment.

To provide instruction in the skills, knowledge, and understandings of the secretarial field.

To acquaint the student with the various sources of business information which may be necessary for her continuing education and improvement.

To provide education experiences geared to assist the the student to better contribute to our socio-economic community.

NATURE OF THE PROGRAM

The Secretarial Science Major program consists of 18 required subjects and two electives. The choice of electives can be made from a large selection of courses offered in the Business Administration Programs. All subjects are integrated in the curriculum to reinforce principles and techniques as a total part of the learning process.

Courses vary from one to five credit hours per semester. Many secretarial courses are associated with laboratory work. The credit value assigned is related to the total amount of class and our-of-class effort required by the student.

Students who have completed a course in a similar institution, college, or university that corresponds in content with a listed course, shall upon presentation of official transcripts, indicating a satisfactory grade, receive credit. Students who have had previous training in skill subjects and meet the minimum standards of production for a like course listed in the curriculum, will be allowed to waive that course and select an elective of comparable credit value.

The courses and credit hours are related to the suggested courses and credit hours that are described in the Wisconsin State Board of Vocational and Adult Education brochure, Technical Institute Program Business Administration, March 18, 1963.

SIZE OF PROGRAM

The Secretarial Science program is conducted as a day program between the hours of 7:55 A.M. and 4:00 P.M. Individual courses have been initiated in the Evening School, 7:00 - 9:00 P.M. Pre-planning is being done to offer a wider range of course work to students unable to attend during day school hours.

Classes meet from two to five days per week. It is possible to accept twenty new students at the beginning of each Fall session. Potential enrollment is therefore forty students. The Secretarial Science program has approximately twenty students.

ADVISORY COMMITTEE

In the Manitowoc area there are many men and women employed in business who have a wide variety of experiences and varied skills in the field of business and its operation. It is the belief of the School of Business Technical Division that the advisory services of these people would be of irreplacable value in the development of all programs. The group was kept small for the purpose of advisement because it is believed that a fine representative group has been selected. The formation of an eight member committee was decided upon.

The Advisory Committee for the School Year 1965-66 has as its members the following business people:-

Committee Members

Mrs. Catharine Biesek	Secretary, Rahr Malting Company
E. W. Eatough	Office Personnel Supervisor Mirro Aluminum Company
Miss Lucille Gaedke	Head, Business Education Department Lincoln High School
Mrs. Helen Greig	Secretary, Manitowoc Engineering Co.
A. A. Gajewski	Manager, Wisconsin State Employment Service
M. Lance Hooper	C.P.A., Hooper and Ihlenfeld
C. P. McBride	Executive Director, Northeast Wisconsin Industrial Association
E. J. Topp	Office Manager, White House Milk Division, Great Atlantic & Pacific Tea Company

It is planned that when rotation takes place at the beginning of the school year the professional organizations in Manitowoc will be requested to submit names to fill committee positions. Members serve for four years. Two new members are appointed each year.

The School of Business Coordinator acts as chairman of the group for the purpose of leading discussion. The minutes of each meeting are mailed to the members. The Director of the school takes a very active part in these meetings.

BELL SCHEDULE

Periods	Start	Finish
1	7:55 A.M.	8:50 A.M.
2	8:55	9:50
3	10:00	10:55
4	11:00	11:55
Noon Hour	11:55	1:00 P.M.
5	1:00 P.M.	1:55
6	2:00	2:55
7	3:00	3:55
8	4:00	4:55
9	5:00	5:55

FIRE DRILLS

Fire drills are held monthly during the school year to acquaint students with the procedure to be followed in case of fire. When the alarm is sounded, students immediately leave their rooms under the supervision of their instructor.

Directions for leaving each classroom and going out of the building are posted in each classroom near the exit to be used.

ACADEMIC REQUIREMENT

ACADEMIC PROBATION

To graduate from the Technical Institute, a student must have a grade point average of 2.0 (A-4, B-3, C-2, D-1, F-0). At any time a student's average falls below 2.0, it is necessary for that student to reevaluate his vocational and educational plans. For that reason, a system of academic probation has been devised. Whenever a student's total average falls to a given point, he is placed on academic probation but allowed to continue in school for an additional semester. During that semester, he will confer with the guidance center concerning his progress and future plans.

At the end of each semester in which a student has been on probation, one of the following things will happen:

1. The probation classification may be removed,
2. Probation may be continued, or
3. The student may be advised to transfer to a program on an adult vocational level.

Students who are dropped from the institute because of low scholarship may reapply after one semester. When students reapply, they will be expected to show definite evidence that they can succeed in the work.

GRADE POINT AVERAGE

The grade point average is obtained by dividing the total grade points earned by the credits attempted. EXAMPLE: A student has the following grades at the end of a semester.

COURSE	CREDIT VALUE	GRADE	GRADE POINTS
Communication Skills	3	B	9
Accounting	4	D	4
Machine Calculation	2	C	4
Shorthand	4	B	12
	13		29

$$\frac{\text{Total grade points . . . . 29}}{\text{Total credits attempted. . . . . 13}} = 2.23 \text{ Grade Point Average}$$

REQUIREMENTS FOR GRADUATION

An Associate Degree in Applied Science will be awarded to students who successfully complete the course requirements in Business Administration Accounting Curriculum with 64 credits and maintaining an overall grade point of 2 (C Average) or better.

A 2 year diploma will be awarded to students who successfully complete a two year course in Secretarial Science and maintain an overall grade point of 2 (C Average) or better.

A one year diploma will be awarded to students who successfully complete a one year course in Stenography, Business Machines, or General Clerical Program who maintain a "C" Average and complete a minimum of 32 credits.

A one year certificate will be awarded to students who successfully complete a minimum of 24 credits in General Clerical or other similar course and are recommended for graduation by the faculty and school administration.

STUDENT GRADING PROCEDURE

The value of each subject in any Technical level program is stated in semester hours.

The quality of a student's work is measured by a system of letter grades and computed grade points. The meaning of each grade with relation to its grade point value is as follows:

Passing Grades		Grade Points Per Credit Hour
A - Superior	(93-100)	4
B - Above Average	(85-92)	3
C - Average	(77-84)	2
D - Passing	(70-76)	1
Non-Passing Grades		
F - Failure		0
I - Incomplete		0
W - Withdrawal Without Prejudice		0
WP - Withdrawal Passing		0
WF - Withdrawal Failing		0

I - Incomplete - Assigned when student is unable to complete his work or take the final examination because of illness or for other reasons over which the student has no control. An incomplete must be removed within the first three weeks of the next semester in which the student is in attendance. Otherwise, the grade for the subject is an F.

W - Withdrawal Without Prejudice - A student who withdraws during the first six weeks of a semester is assigned this grade.

WP - Withdrawal Passing - Should the student interrupt his program after the first six weeks of a semester, the instructor assigns this grade if his work is passing.

WF - Withdrawal Failing - Should the student interrupt his program after the first six weeks of a semester, the instructor assigns this grade if his work is failing.

SCHOLASTIC ACHIEVEMENT HONORS

RICHARD F. GREIG MEMORIAL AWARD

Richard F. Greig--Teacher and Coordinator of Business Education was employed by the Manitowoc Board of Vocational and Adult Education from January 1946 to March 10, 1964. He was dedicated to his field of teaching and to his philosophy of vocational technical and adult education. He believed in the ideal that every man and woman should develop their skills to their highest ability in order to make this world a better place in which to work and live. He devoted his life to assisting his students to become skilled, meet employment competition and take their places in our society as responsible citizens. In memory of his achievements and to encourage those who are preparing for a career in Business Administration to strive for excellence, a memorial award was set up by Mrs. Richard F. Greig on May 18, 1964 in the form of a government bond in the sum of $25.00 to be given to the Business Administration student who has attained the highest grade point and leadership qualities of his class at graduation.

GRADUATION HONORS

To graduate with HONORS a student must have completed a minimum of 32 credit hours of the curriculum requirements as a technical level student at the Manitowoc Technical Institute. Acceptable credits earned at other institutions are not considered in the determination of HONORS awards. Grade point averages required for the various levels of HONORS are as follows, based on the highest attainable average of 4.00.

GRADUATION WITH HIGHEST HONORS	3.75 - 4.00
GRADUATION WITH HIGH HONORS	3.50 - 3.74
GRADUATION WITH HONORS	3.25 - 3.49

- -

DIRECTOR'S HONORS LIST

A Director's Honors List is published one week after the close of each semester. Recognition is given to all full-time technical level students (9 or more credits) with an over-all average of "B" or better (3.00 grade point) for the semester's work load.

ATTENDANCE REGULATIONS

Regularity and punctuality of class attendance are required of all students. When an absence occurs, the responsibility for makeup of all work missed lies with the student. A student whose tardiness or absence is excessive may be dropped from class.

It should be noted that the Manitowoc Technical Institute does not have a so-called "cut" system. This means that a student does not have the right to be absent a certain number of days. Even one absence, if it occurs at the time of an important examination, may affect the grade and the course seriously. For this reason, it is extremely important that any absence be discussed with the instructor.

ORIENTATION CLASSES

All first semester freshmen in the technical institute are assigned an orientation class set up to acquaint the student with:

1. The school, its education programs and services.
2. The vocational goals for which the students are training and their opportunities for success.

These classes meet once a week during the first semester. At the conclusion of the sessions, the student should have a definite objective for his educational and vocational program.

REPORT CARDS

Report cards are sent home to the student at the end of the first 9 weeks of each semester and the final grade at the conclusion of each semester.

STUDENT ACTIVITIES

MANITOWOC BUSINESS EDUCATION CLUB

School of Business students are invited to join the MBEC which is the local chapter of the Wisconsin Business Education Club. The organization is devoted to increasing the knowledge of its members in business organizations, operations and practices. A state convention, inter- and intra-club social activities, and community good-will projects are carried out by club members.

ATHLETIC PROGRAM

Facilities are available for intramural competition in basketball and touch football through the Manitowoc City Recreation Department. All interested students are welcome. Information of starting dates are posted on the bulletin boards.

THE STUDENT COUNCIL

Student "government" is considered an important part of student life at the Manitowoc Technical Institute. A system of representation is devised whereby each student will have a representative on the school council. This council is the voice of the student with the faculty and administration of the school. The school council is free to make recommendations on matters which will improve the educational facilities and services the school can provide. While a student council cannot make "laws" of its own, its recommendations are given consideration by the administration and the faculty.

STUDENT ACTIVITY CARD

Your ticket to the activities at the Institute is your Activity Card for which all students pay $2.00 at the time of registration. This fee makes it possible for the School to provide all students with a good activity program and an interesting school life.

STUDENT NEWSPAPER

Membership on the editorial staff of the Manitech News, the student newspaper, is open to any interested student. No previous publication experience is necessary. Any student interested in writing, photography, art, or typing is invited to stop in and talk to the advisor or a member of the staff.

STUDENT LOANS

Loans are available to high school graduates needing financial aid who are enrolled in full-time technical programs in schools of technical education. Under Chapter 53, Laws of 1963, provision is made to render assistance at very reasonable interest rates to qualifying students. Application blanks, rules, and information sheets may be obtained from the general office.

STUDENT LOUNGE

The student lounge is located in room 104, near the main office. This lounge is set up for the use of the student body and its care is in the hands of the students utilizing it. Various refreshment machines have been placed in the lounge and are there for student enjoyment. Please note that this is the only room where eating and smoking is permitted. Let us observe this rule, making the school a better place in which to learn, study, and live.

STUDENT SUPPLIES

All student's texts and supplies required can be purchased at cost in the general office and will cost from $40.00 to $85.00 for a full year, depending on which course is selected.

GUIDANCE SERVICES

Individual guidance is provided to assist the student in better self-understanding. This service includes interest, ability, aptitude and personality tests to assist students in their educational and vocational planning.

All students are assigned an advisor upon enrollment. Questions of programming, course selection, and other school problems can be brought to your advisor for assistance in reaching a decision. Regularly scheduled conferences are planned between student and advisor for progress checks.

LIBRARY

The library, which serves all school divisions, is located on the second floor room 207. It has a selection of magazines, pamphlets, newspapers, and reference books providing resources for the students. A summary of the library's rules and regulations follows:

Library Hours -- Library hours are from 8:00 A.M. to 5:00 P.M. Monday through Friday.

Open-Shelf Books -- Open-shelf books may usually be borrowed for home use for a period of two weeks. The catalog card should be filled in and returned to the librarian.

Conduct -- Since the library is intended for purposes of reading and serious study, quiet must be observed at all times. Failure to maintain suitable library standards of conduct in the library or failure to observe these regulations, may lead to a suspension of library privileges.

LOCKERS

Specific assignment of lockers are not made. Any locker not in use is a suitable choice for the student. The school does not furnish padlocks for the lockers. Students are urged to purchase their own and use them.

PARKING LOT

A parking lot for automobiles has been provided for the use of all students, instructors and other staff members. This lot is located directly north of the school building. Entrance and exit to the lot is available from South 14th Street.

PLACEMENT

The Manitowoc area offers many fine job opportunities for people with the necessary qualifications and training. Close cooperation with business and industry and the Wisconsin State Employment Service promotes job and career placements. Students are assisted, when possible, in securing part-time employment while attending school. All placement services are provided free of any charge to the employer and prospective employee.

A placement record card is completed when the student is placed on a job. The card serves not only as a record of placement, but also as a means for future reference and follow-up of the student.

All students are encouraged to avoid themselves of the services of the Wisconsin State Employment Service for both part-time and career placement. A personal file of all graduates is made available to W. S. E. S. for use in placement of graduates.

A Work-Study program has been initiated to allow qualifying students the opportunity to assist in the financing of their education.

PROMOTION AND PUBLICITY

The publicity and promotion of the School of Business Technical Division is a part of the total promotion activities of the Manitowoc Technical Institute. Both the Coordinator and the Guidance Supervisor visit the high school in the vicinity of Manitowoc. The Coordinator and the Director take part in College Day and Career Day Programs of area schools. Assistance and information is furnished to guidance counselors of area high school as a standard procedure.

The school is constantly aware of the impact of effective promotion and publicity in furthering the School of Business Technical Program in the Manitowoc area. The number of news releases printed during the school year will attest to this fact. For many students the newspaper release is the first notice that the student sees explaining our program. Mailings of material and interviews with students takes place at the eleventh and twelfth grade levels.

A brochure giving detailed information on curriculum and course descriptions, as well as general information, has been recently up-dated. A Business Administration flyer is used as the main promotional piece. Copies of all materials are distributed to high school counselors and libraries located in the area. All high school graduates are informed of the program through the mail.

The media of the local press--daily newspaper--and the local radio stations are used whenever it is felt that news of the School of Business activities would be of value on the local level.

PART II

CURRICULUM AND COURSE OUTLINES

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STANDARDS

The curriculum has been established and will be maintained according to standards suggested by:

A. State Board Recommendations

All courses and credit hours have been established to fulfill suggested requirements as described in the Wisconsin State Board of Vocational and Adult Education brochure, Technical Institute Program Business Administration, March 18, 1963.

B. Advisory Committee

The School of Business Advisory Committee has been of the utmost assistance in reviewing ideas and recommendations pertaining to curriculum and standards.

C. Teacher Certification

All instructors have been certified by the State Board to instruct in the subject area in which they are currently employed. A majority of the instructors have earned their Master's Degree or are pursuing that goal.

D. Supervision and Coordination

Departmental meetings on a formal basis are held monthly. Instructional problems, courses, philosophy programs, methods, materials and student affairs are discussed. The proximity of the department coordinator's office to the instructors' work room makes informal meetings a regular daily affair.

In-service training for call staff and part-time personnel is conducted on a evening basis with a 10 hour program extended over five meetings.

Instruotors are encouraged to participate in professional growth activities such as professional organizations, workshops, courses, clinics and convention meetings.

The coordinator develops and cooperates in in-service programs on the departmental, the all-school, the inter-school, and the state levels.

STANDARDS

Technical Academic Core Courses		15
Communication Skills I	3	
Communication Skills II	3	
American Institutions	3	
Psychology of Human Relations	3	
Economics	3	
Orientation	0	
Business Core		7
Accounting I	4	
Business Mathematics	3	
Secretarial		36
Typewriting I	3	
Typewriting II	3	
Typewriting III	3	
Typewriting IV	3	
Shorthand I	4	
Shorthand II	4	
Shorthand III	4	
Shorthand IV	4	
Machine Calculation	2	
Secretarial Practice	3	
Business Law	3	
Electives		6
Total		64

BUSINESS ADMINISTRATION

Secretarial Science Major

1st SEMESTER	Credits
Shorthand I (See prerequisites)	4
Typewriting I (See prerequisites)	3
Business Mathematics	3
Communication Skills I	3
American Institutions	3
Orientation	0
	16

2nd SEMESTER	Credits
Shorthand II (See prerequisites)	4
Typewriting II (See prerequisites)	3
Accounting I	4
Communication Skills II--Business Correspondence	3
Machine Calculation	2
	16

3rd SEMESTER	Credits
Shorthand III	4
Typewriting III	3
Psychology of Human Relations	3
Economics	3
*Elective	3
	16

4th SEMESTER	Credits
Shorthand IV	4
Typewriting IV	3
Business Law	3
Secretarial Practice	3
*Elective	3
	16

PREREQUISITES

for Advanced Typewriting and Shorthand

Students who have had previous training in shorthand or typewriting will be allowed to waive certain curriculum requirements and substitute an equal number of elective credits as follows:

Shorthand I is waived for those who have successfully completed one year of shorthand study.

Typewriting I is waived for those who have successfully completed one year of typewriting study.

Shorthand II and Typewriting II may be waived for students who have successfully completed two years of shorthand and typewriting.

The advisability of waiving any courses will be determined through consultation with the School of Business Coordinator and/or the student's faculty advisor.

*ELECTIVE COURSES--Courses available can be selected from the following offerings as indicated in specific programs.

SUBJECT TITLE	Credits
Electro-Mechanical Machines, 402 Wiring	2
Marketing	3
Salesmanship	3
Advertising	3
Machine Calculation II	2
Card Punch Machines	1
Transcribing Machines	1

SUBJECT TITLE	Credits
Payroll Accounting	2
Business Law II	3
Accounting Systems	3
Cost Accounting	3
Introduction to Data Processing	3
Business Statistics	3

SUBJECT SUMMARY SHEET

SHORTHAND I Credits: 4 hours

Description of Subject

This is a beginner's course in the presentation of the complete theory of Gregg Diamond Jubilee Shorthand. The intensive concentrated study enables the student to write and read simple business practice material. Each unit presents new principles and automatically reviews preceding principles. Rapid reading and writing is emphasized in every lesson. Student workbook aids in further practice. Minimum standard of sixty words per minute on familiar dictated material with transcription rate of twelve words per minute with an error limit of five percent.

Textbooks:	Gregg Shorthand For Colleges, Diamond Jubilee Series, Volume 1 (1965) by Leslie, Zoubek, and Hosler - Gregg Division, McGraw-Hill Book Co. Text (37317) Student's Transcript (37318) Workbook (37319)

Supplies:

Stenographer's Notebook
Pen, pencil

OBJECTIVES OF SHORTHAND I

To teach student to write shorthand rapidly and read it back accurately and fluently.

To increase student's vocabulary through the use of correct grammar.

To improve punctuation ability and the rules of capitalization.

To introduce elements of shorthand transcription.

To extend thought processes to make outlines for unfamiliar words.

To improve spelling ability and encourage use of the dictionary.

To develop an awareness of thought sequences in business correspondence.

NAME AND OBJECTIVE OF EACH UNIT

Shorthand - The Stepping Stone to Success

To show shorthand is easy; to teach first alphabetic strokes; to teach marks for punctuation and capitalization; to accustom student to writing the learned outlines.

Shorthand Reading

To teach correct reading; to teach figures and amounts.

Writing Shorthand

To teach use of notebook and pen; to teach writing techniques; to enable student to use proper writing techniques.

Importance of Your Reading and Writing Practices

To teach importance of writing and reading practice; to teach details of notebook maintenance; to teach days and months; to teach geographical words; to teach good proportions.

Author's Vision

To teach shorthand history; to teach personal uses; to encourage outside use of shorthand.

Spelling and Punctuation

To teach spelling and punctuation; to teach final alphabetic lines; to teach business salutations and closings.

Always Spell and Punctuate Correctly

To teach uses of coma; to teach abbreviating devices; to teach Vocabulary Study.

New Marginal Reminders

To teach hyphenated words; to test student's comprehension; to teach missing words from context; to teach compound words; to teach intersection.

Phrasing and Shorthand Speed

To teach use of phrasing and final devices; to concentrate on speed.

What's Ahead

To develop skill in unfamiliar words, outlines, material, etc.; to review all learned principles; to direct speed building.

SUBJECT SUMMARY SHEET

TYPEWRITING I

Description of Subject   Credits: 3 hours

A course for beginners in Typewriting which will include mastery of the keyboard by touch typewriting, a knowledge of the letters, numbers, and symbols on the keyboard. Correct techniques will be taught to increase the student's typing ability. The course includes a knowledge of all the operative parts of the machine, care of typewriter, its history, and beginning work in letters, tabulation and report writing.

Special related studies to improve vocabulary, spelling, punctuation, grammar and correction of errors will be covered in the course. Minimum standard of thirty words per minute, five minute tests, new material, with a limit of five or less errors.

Textbooks:

College Typewriting (T14) 7th edition
Lessenberry, Wanous, and Duncan
South-Western Publishing Co., 1965
Furnished by School

Workbook for above textbook (T151)
Basic Course, Lessons 1-75
Purchased by student

Supplies:

Typing paper
Ko-Rec-Type
Typing Eraser
Folder
Pencil

OBJECTIVES OF TYPEWRITING I

To teach students the keyboard of the typewriter, the touch system, correct hand position, correct posture, and the correct method of stroking.

To help increase the student's vocabulary, his ability to spell, and his knowledge of grammar and punctuation.

To help the student to make use of his typing skill in doing simple exercises in typing memorandums, personal notes and letters, postal cards, business letters, manuscripts, and rough drafts.

To help the student to develop greater power of concentration, and to teach him to proofread his work in order to correct errors.

To give the student an opportunity to become acquainted with several makes of typewriters.

To help students become thinking, problem-solving typists.

NAME AND OBJECTIVE OF EACH UNIT

Learning the Letter Keys

To teach pre-typing procedures; to teach the basic parts of the machine; to teach the letter keys; to teach pica and elite type difference; to teach paragraph writing.

Building Continuity in Typing

To teach simple tabulation; to teach word response level; to teach typing from dictation; to teach double-letter stroking.

Typing Figures, Symbols, Lower Case

To teach figures and symbols; to teach simple sustained typing; to teach tabulation of figures.

Developing Speed and Control

To teach simple rough drafts and scripts; to teach erasing; to concentrate on skill development.

Typing Figures and Symbols, Upper Case

To teach upper-case symbols; to teach block-style memorandum; to teach form for personal notes; to teach typing of postal cards; to teach the form for themes.

Centering and Composing at the Typewriter

To teach vertical and horizontal centering; to teach centering and tabulation of script material; to teach typing outside margins; to teach creative typing; to teach scale alignment, and to begin the teaching of manuscript work.

Typing Business Letters

To teach simple business letter forms, mixed and open punctuation, folding a letter, and addressing an envelope.

SUBJECT SUMMARY SHEET

BUSINESS MATHEMATICS Credits: 3 hours

Description of Subject

Business Mathematics is a course that reviews the fundamentals of addition, subtraction, multiplication, and division. Special emphasis is placed on the mastery of principles of business mathematics. The student is taught to practice short cuts of mental calculation. The course revolves around work problems, forms and reports that might occur and are used in the business world.

Textbooks:

Business Mathematics for Colleges -- By Rice, Boyd, Mayne
South-Western Publishing Company
4th Edition - 1960

Supplies:

Pencil
Ruler
Paper
Eraser

OBJECTIVES OF SUBJECT -- BUSINESS MATHEMATICS

To review fundamentals of arithmetic: addition, subtraction, multiplication and division

To review application of fractions and mixed numbers

To teach technique of application of ratios

To teach value of decimal point.

Teach use and value of graphs

Teach technique and value of discounts and interest as they appear in the various business activities

To teach payroll mathematics and regulations.

NAME AND OBJECTIVE OF EACH UNIT

Fundamental Mathematical processes - Getting Accurate Totals - Additon, Subtraction, Multiplication and Division problems in business.

To teach addition shortcuts. One half of mathematics in business is addition.
To teach technique of checking results.
To review fundamentals of subtraction -- 25% business problems use subtraction.
To learn multiplier, multiplicand, product and proof of multiplication.
Division the process of finding how many times one number is contained in another.

Recording Bank Deposits and Withdrawals - Reconciling the Bank Balance and Check Book Balance

To teach the technique of filling out check stub properly in regards to deductions and additions.
To teach procedure of reconciling bank statement with check stub balance.

Business Use Fractions and Mixed Numbers

To review application of arithmetic when using fractions.
To review application of arithmetic when using mixed numbers.
To teach the use of ratios in business.
To teach technique of application of ratios.

Decimal Point - Division Applied to Decimals

To teach the use and value of decimal point as it relates to fundamentals of arithmetic and fractions.
To teach the value of decimal point in division.
To teach technique of merchandise turnover and inventory.

Transactions Involve the Use of Denominate Numbers, Measures, Weight, Surface, Length, etc.

To learn to convert weights and measures.
To learn conversion or change of measures from smaller units to larger units, or vice versa.
To teach fundamental processes of adding, subtracting, multiplying or dividing.
To emphasize the problem of reducing to lowest terms.

Depreciation

To teach technique of determining depreciation.
To re-emphasize terms relating to depreciation technique.

Short Cuts in Multiplication, Subtraction and Division

To teach the theory of 9's.
To teach cross multiplication and multiplication by 11.
To teach the additive method of subtraction.
To teach a shorter and better method of division.

Percentage

To teach conversion of decimal to percentage and percentage to decimal.
To teach interpretation of percentage.

Trade and Cash Discount

To acquaint students with the terms.
To teach technique of determining rate, net price, date, and time as they relate to billing and making payments.

Using Percentage to Compare Numbers Found in Reports

To review and teach percentage formula.

Pricing Merchandise

To teach procedure of finding markup based on cost.
To teach procedure of determining markup based on Selling Price.

Business Factors in Graphic Form

To teach relationship of one figure to another or others.
To teach relationship of one part to the whole.
To learn how to read and determine value of graphs.

Interest - Short Cuts in Working with Interest

To teach formula for determining interest.
To teach the 6% - 60 day interest method.
To teach application of time as it relates to interest.
To review the parts of the interest, formula, rate, time and principal.

Bank Discount

To teach the technique of determining bank discount on interest bearing notes and non interest bearing notes.

Acceptances and Their Present Values

To teach the use of time drafts and trade acceptances.
To review the method of determining interest.

Partial Payments and Compound Interest

To teach the application of rules of payments - U. S. Rule - Merchants Rule.
To teach the technique of compounding interest.

Small Loans and Installment Purchases

To teach application of small loans - rule for installment payments.
To teach how to determine the true interest rate. Interest refund on payments in advance.

Wages and Salaries

To review and teach fundamentals of payroll tickets as it applies to payroll.
To teach how to determine deductions.

Payrolls

To familiarize students with payroll laws.
To teach techniques of use of tax tables both state and federal.

Taxation

To define the common types of taxes: Sales, property, income
To teach methods of computation for tax records

Investment Mathematics

To gain a introductory knowledge of business statement analysis
To define terms used in the securities business
To provide basic mathematics necessary for computation

SUBJECT SUMMARY SHEET

COMMUNICATION SKILLS I — Credits: 3 hours

Description Of Subject

The objective of this course is to teach the student a thorough knowledge of correct English usage, and the ability to apply these principles to various business situations. The great aim of this course is to achieve accuracy in speaking and writing. The course material covers the four basic skills--reading, speaking, writing and listening.

Textbook: College English for Business — Charles G. Reigner
H. M. Rowe Company, 1964

OBJECTIVE OF COMMUNICATION SKILLS I

To identify and teach to use correctly the parts of speech.

NAME AND OBJECTIVE OF EACH UNIT

Nouns (Common and Proper)

Capitalization, forming plurals, forming possessives, and cases (nominative, objective and possessive).

Pronouns

Use of personal Pronouns.
Use of indefinite pronouns.
Use of interrogative, demonstrative and relative pronouns.

Adjectives

Comparative and superlative forms.
Use of irregular forms.
Choosing the correct article.

Verbs (Regular and Irregular)

Forms and tenses
Agreement of subject and predicate
Using infinitives, participles and gerunds

Adverbs

Comparison of adverbs
Forming adverbs from adjectives

Prepositions

Prepositional phrases
Choice of correct preposition

Conjunctions

Coordinate and subordinate
Simple and compound sentences
Complex sentences

Writing Sentences

Types of sentences--declarative, imperative, interrogative and exclamatory.
Sentence construction (Parallel construction, coherence in sentence construction, principle of emphasis)

Choosing the Right Word

Correct grammatical usage of words for all types of writing.
The importance of using the right words correctly.

Punctuation

Use of the comma
Using the semicolon and the colon
Using the quotation marks, the dash, and the parentheses.
Using the period, the question mark and the exclamation point.
Using capitals
Writing numbers

Speech Unit

To develop the ability of the student to speak clearly, distinctly, logically and forcefully in everyday situations. To teach the student to listen properly, to understand the power of concentration and to distinguish between hearing and listening.

1. Demonstrative speeches
2. Speeches of motivation
3. Speeches to entertain
4. Speeches to inform

SUBJECT SUMMARY SHEET

AMERICAN INSTITUTIONS Credits: 3 hours

Description of Subject

American institutions is a study of American social, economic and political institutions and the influence they exert on the American citizen in his individual and group relationships. Topics considered are: social groups, culture, social control, problems of city living, the American system of government, public opinion and propaganda, democracy and its rivals, political parties and elections, government and business, and international relations.

Textbooks:

Modern Society	John and Mavis Bilsanz 2nd Edition Prentice Hall, Inc., 1959

Supplies:

Pen and Ink
Ruled Paper
Notebook
Magazines
Periodicals
Newspapers

OBJECTIVES OF AMERICAN INSTITUTIONS

To develop an understanding of the basic knowledge a person must possess if he is to approach the issues and problems of modern society rationally and constructively.

To develop an understanding of the nature of culture, society, and personality.

To develop an understanding of the meaning, purpose, and position of social science.

To develop an understanding of the relationship between economic institutions and society.

To develop an understanding of the relationship between political institutions and society.

NAME AND OBJECTIVE OF EACH UNIT

Science and Social Science

To introduce the student to the scientific method and its application to the social sciences.

To acquaint the student with the position of social science in the realm of science.

To explain the obstacles to the scientific study of human behavior.

The San Blas Cuna of Panama

To acquaint the student with the culture of the Cuna Indians.

To develop an understanding of differences that exist between cultures.

The Nature of Culture

To develop an understanding of the biological basis of culture.

To teach the characteristics of culture.

The Functions of Culture

To show how culture serves the individual.

To develop an understanding of how culture ensures the unity and survival of society through social control.

Culture, Integration and Cultural Change

To teach the agents and value of cultural integration.

To develop an understanding of nature, mechanism, and source of cultural change.

To develop an understanding of cultural lag and the characteristics of American culture.

Ethnocentrism

To develop an understanding of the nature of ethnocentrism and its inevitability.

To teach the advantages and disadvantages of ethnocentrism.

To develop an understanding and appreciation of cultural relativity and the cultural concept.

Society

To acquaint students with the existence of animal societies.

To develop an understanding of the social process of cooperation, competition, conflict, accomodation, and assimilation.

To teach the nature of social change and how it occurs.

To develop an understanding of the influence of collective behavior on social groups.

Population and the Urban Trend

To develop an understanding of the social problems arising from the increase and distribution of population.

To develop an understanding of the physical and social structure of a city of a city and its problems and future.

Social Stratification

To develop an understanding of the inevitability, systems, and criteria of social stratification.

To develop an understanding of the extent, significance, trends and attitudes of social classes in the United States.

To acquaint students with the means and consequences of social mobility.

Intergroup Tensions in a Multi-Group Society

To develop an understanding of the importance of nationality and religious differences as a cause of intergroup tensions.

To develop an understanding of the importance of physical, mental and cultural differences as sources of interracial tension.

Intergroup Tensions in a Multi-Group Society (Continued)

To teach the source and extent of prejudice and discrimination, its costs and the reasons for its continued existence.

To acquaint student with methods of reducing intergroup tensions.

The Formation of Personality

To acquaint student with the theories of personality development.

To develop an understanding of the self-concept and its importance in social relations.

To teach the factors in the formation of personality.

To teach the importance of socialization in personality development.

To teach the essentials of an integrated personality.

To teach the causes and types of personality disorganization.

To acquaint student with the freedom of personality within modern society.

Marriage and the Family

To acquaint student with the basic and subsidiary function of the family and its forms.

To teach the effects of the changing functions of the modern family.

To teach the concept of romantic love and the stages in American family life.

To show the effect of crisis on family life and the future of the family.

Education

To acquaint the student with the historical background of education.

To develop an understanding of the influence cultural values and social organizations have on education.

To develop an understanding of the goals, methods, and the values of our educational system.

Religion as a Social Institution

To develop an understanding of the interaction of religion with other aspects of society and culture.

To acquaint student with the social influences in religion.

To teach how religion influences man and society.

Economic Systems and Culture

To define economic systems and show the influence cultural variations exerted upon them.

To acquaint student with decisions of production and consumption.

Laissez Faire, The Mixed Economy, Socialism

To develop an understanding of the basic differences in the three economic systems.

Business Organization and the American Economy

To acquaint student with the industrial revolution.

To teach the types of business organizations and the rise of the giant corporation.

To teach the concept of the corporation as a social institution and the effect of government policy and regulation on it.

The Laborer

To acquaint student with the history, development, and future of labor organizations.

To show the interrelationship of labor, management, government and society.

The Consumer

To acquaint the student with the inequality of the consumer.

To teach the problems of the American consumer and measures to aid the consumer.

To acquaint the student with the role of advertising in the American economy.

To stress the importance and need of an informed consumer in our economy.

The Farmer

To teach the adjustments required by the technological revolution in farming.

To develop an understanding of American and world agricultural problems and their possible solutions.

Prosperity Without Inflation

To teach the nature, causes, and phases of the business cycle.

To acquaint the student with the methods available to government and private groups for insuring economic stability.

Government and Freedom

To develop an understanding of the moral and political control exercised by government.

To teach the distinguishing features of government and state.

To teach the concept of American democracy and the relationship between liberty and authority.

To acquaint student with documentary guarantees of liberty granted to citizens of other governments.

The Political System and Political Behavior

To develop an understanding of elections, political parties, issues, and the electoral college.

To teach the influence interest groups exert on political issues.

To stress the importance of the individual voter and the need for his participation in politics.

The President and Congress

To develop an understanding of the growth, duties, and importance of the presidency and the limitations on presidential power.

To teach the history of representative government in America.

To teach the role, structure, function and power of Congress.

The Constitution and its Judges

To develop an understanding of constitutional development in America and the characteristics of the American Constitution.

To teach the nature, functions, and future of the Supreme Court.

State and Local Government

To teach the concept of federalism.

To develop an understanding of the functions and organization of state and local governments.

To stress the need for cooperation in all levels of government.

The Dynamics of World Communism

To develop an understanding of the theory of communism.

To acquaint students with the methods, promises, and appeals of communism.

To compare the promises of communism with the practices of communism in power.

World Politics

To develop an understanding of the priorities and goals of foreign policy.

To illustrate the significance, basis, and importance of our conflict with Russia.

To develop an understanding of what America does or attempts in foreign policy.

To teach the trends in world politics.

SUBJECT SUMMARY SHEET

ORIENTATION

Credits: 0

Description of Subject:

A brief review of the field of occupations is followed by a discussion of the work life of technical personnel, the part that interests and aptitudes play in the successful attainment of vocational goals, and how one goes about evaluating these qualities. Field trips and planned tours give the student the opportunity to see the field of work in which he is studying. Guest lecturers are invited to take part in the program. Individual guidance on occupational choice is giving the student in evaluating his potential.

Textbooks: None.

OBJECTIVES OF ORIENTATION

To assist the first year student in making adjustment to their new environment at Manitowoc Technical Institute.

To acquaint the student with occupational opportunities.

To assist students in making realistic vocational choices.

To acquaint students with the opportunities offered for study at the Institute.

Course Outline

Major Divisions:

I. The School
II. Technical Personnel
III. The Program of Study
IV. Field Trips
V. Individual Counseling

Thursday
2:00-3:00 P.M.

Schedule of Orientation Meetings
1965-1966 School Year

Room
211

September	9	Introduction of faculty members to student body Welcome by Director, Orientation to School Activities	
	16	Orientation to Departmental Clubs Manitowoc Business Education Club--Mr. Timpany Mechanical Student Association--Mr. Myrick	
	23	Introduce Student Council Officers and Calendar Orientation to Guidance Program--Mr. Kettleson	
	30	Individual Testing	
October	7	Resource Person--Wisconsin Employment Service	
	14	Student Council Recreational Activity	
	21	Resource Person--Mr. Ed. Reed, Personnel Director, Mirro Aluminum Company	
	28	Separate Sessions	(Business Resource Person (Mechanical Resource Person
November	4	Resource Person--Chamber of Commerce Representative	
	11	Resource Person--Industrial Representative, Imperial-Eastman Corporation	
	18	Individual Counseling	
	25	Thanksgiving Vacation	
December	2	Rehabilitation Representative	
	9	Resource Representative Northeast Wisconsin Industrial Association	
	16	Hamilton Tour - Plant and Offices	
	23	Christman Vacation	
	30	Christmas Vacation	
January	6	Separate Sessions	(Business Resource Person (Industrial Resource Person
	13	Kohler Plant Tour	
	20	Student Council Recreational Activity	
	27	Final Examination Week	

SUBJECT SUMMARY SHEET

SHORTHAND II

Credits: 4 hours

Description of Subjects

This course is for students who have completed the material in Shorthand I. There will be a review of all shorthand principles. Emphasis in this course is on speed-building and dictation. The course has three major purposes: provide a constant automatic review of the theory, develop shorthand speed, and to lay a foundation for accurate rapid transcription.

Transcription will be introduced so that the student will see the value of mailable transcription plus the need for speed and accuracy. Material is presented for the student's information that will aid him in dictation and transcription. Minimum standard of eighty words per minute on previewed dictation for five minute tests, to be transcribed at the rate of twenty words per minute with an error limit of five percent.

Textbooks:	Gregg Shorthand For Colleges, Diamond Jubilee Series, Volume 2, (1965) by Leslie, Zoubek, and Hosler Gregg Division, McGraw-Hill Book Co. Text (37321)
	Student's Transcript (37322) Workbook for Volume 2

Supplies:

Stenographer's Notebook
Pen, pencil
Typing Paper
Ko-Rec-Type
Typing Eraser

OBJECTIVES OF SHORTHAND II

To review Shorthand I and develop the student's ability to construct new outlines under the stress of dictation.

To extend the student's skill in basic elements of typewritten transcription.

To teach the common elements of the vocabularies of various fields of business and industry.

To review proper application of the rules of punctuation, correct grammar, spelling, capitalization and the use of the dictionary.

To develop an appreciation for the ability to write good shorthand and then transcribe it correctly.

NAME AND OBJECTIVES OF EACH UNIT

Wearing Apparel

To review the correct way to do homework; to re-emphasize the proper uses of the comma; to teach words and expressions used in the apparel industry; to teach frequently used first and last names; to teach geographical expressions; to teach occupations available.

Household Furnishings

To teach uses of semi-colon; to review proper uses of hyphen in compound adjuective; to teach expressions used in furnishings field; to teach transcription of dates, amounts, and addresses; to teach difference between question and courteous request; to teach occupations available.

General Retailing

To teach restrictive and non-restrictive clauses and phrases; to teach further uses of the comma; to teach expressions used in general retailing; to teach use of colon; to teach useful occupations for women in retailing.

Aviation

To teach terminology used in aviation field; to teach further geographical expressions; to teach further common names; to teach opportunities available for women in the field.

Automobiles

To acquaint student with Martin J. Dupraw; to teach general vocabulary used in automotive industry; to further develop the ability to supply missing shorthand; to teach vocations for women in automotive industry.

General Transportation

To teach words and expressions used in general transportation field; general geographic points of interest; good telephone manners via context; positions available for women in transportation.

Hotels

To acquaint student with hotel guides; to teach student how to properly make advance reservations for employer; to teach expressions used in hostelry; to learn brief history of American hotels.

Banking

To teach various services a bank performs; differences between various types of banks; common financial expressions used in field; to build speed on letters containing figures and amounts; to teach various opportunities for women in banking.

Insurance

To inform student of various types of insurance; to teach expressions used in policies and in general field; to teach various claim procedures; to teach woman's place in the field.

Real Estate

To teach general terms used in real estate; to develop a curiosity for knowledge of a student's home; to teach further geographical expressions; to teach place of trailer in real estate; to teach position of secretaries in real estate office.

Office Machines

To teach terminology relative to office machines field and their operation; to inform students of different types of office machines; to teach further geographical expressions; to teach positions for women in office machines.

Publishing

To teach sampling of correspondence in publishing field; to review personal uses of shorthand; to inform students of services provided by publishing companies; to teach the opportunities for women in publishing.

Manufacturing

To teach difference between classroom and office style dictation; to teach some situations relative to industrial field; to teach history of our Capitol Building in Washington D. C.; to teach positions available for women in manufacturing.

Education

To teach opportunities available in education; value of vocational education. To enhance appreciation for higher education; to teach difference between college and university, to teach the attributes of a good secretary.

Paper

To teach basic process of manufacturing paper; simple terminology used in paper industry; the different types of business letters.

Personnel

To teach opportunities for women in personnel. To teach various aspects of personnel work. To teach letter of application. To teach proper conduct during an interview. To teach various sources of information for employment.

SUBJECT SUMMARY SHEET

TYPEWRITING II Credits: 3 hours

Description of Subject

This is a continuation of Typewriting I. It includes continued drill and practice of the fundamentals as taught in Typewriting I plus the development of speed and accuracy on straight copy work. Special problems in personal typing, letter styles, outlining, rough drafts, tabulation, carbon copies, envelope addressing, business forms, telegrams, invoices, checks and receipts will be included. Minimum standard of thirty-five to forty words per minute with five or fewer errors, on five-minute tests - new material.

Textbooks:
College Typewriting (T14) 7th edition
Lessenberry, Wanous, and Duncan
South-Western Publishing Co., 1965
Furnished by school

Workbook for above textbook (T161)
Intermediate Course (Lessons 76-150)
Purchased by student

Supplies:

- Typing Paper
- Ko-Rec-Type
- Eraser
- Envelopes
- Carbon Paper
- Pen, Pencil
- Folder

OBJECTIVES OF TYPEWRITING II

To review and re-emphasize fundamentals of Typewriting I.

To strive for additional speed with accuracy.

To teach use of typewriting for personal use and for typewriting business data.

To teach and give practice in the use of business forms and procedures.

To instill in students pride for neat, mailable copy.

To develop abilities to compose at the typewriter.

NAME AND OBJECTIVES OF EACH UNIT

Review of Learnings in Typewriting I

To inventory work taught in Typewriting I to see that students remember machine manipulation and that they can type at a minimum of thirty words a minute, set up a simple business or personal letter, address an envelope properly, type and address a postal card, set up a simple tabulation exercise, and type a page of manuscript material from rough draft.

Developing Speed with Control

To continue to stress and give opportunity and encouragement each day for the continued development of speed with control.

Continue Work on Business Letters

To teach additional styles of letters with emphasis on production typing--the ability to turn out several letters of average length in mailable form within an hour.

Business Letters with Special Features

To teach students how to type letters with attention and subject lines, multiple enclosures, carbon copy notations and post-scripts.

Special Communication Forms

To teach the typing of telegrams, interoffice memorandums, and the AMS (formerly NOMA) simplified letter. Additional work is also given in the preparation of technical papers, such as manuscripts and outlines.

Tabulated Reports and Communication with Tabulated Reports

To introduce problems which make use of procedures taught in the introductory course.

Business Forms

To teach the typing of purchase requisition, purchase order, confirmation card, invoice, bill of lading, credit memorandum, statement, and voucher check.

Special Reports for Executives

To teach the typing of a program for a convention, a script for a talk, and a bank's statement of condition. The methods of chain-feeding envelopes are also presented.

Applying for a Job, and Taking an Employment Test

To present problems related to applying for a position. These include a personal budget, letters asking permission for references; letters answering an advertisement, letters of application, a personal data sheet, and an application blank for employment. Taking an employment test may be used as a means of evaluating student achievement in Typewriting II.

SUBJECT SUMMARY SHEET

ACCOUNTING I Credits: 5 hours

This course will provide a student with a basic understanding of principles and procedures. The topics include the basic accounting equation and its relationship to business transactions, the accounting cycle, journals and ledgers, notes, deferrals and accruals, receivables, inventory, plant assets, and accounting systems and concepts. Practical experience provided by a practice set.

Textbooks: Accounting Principles - Fess & Niswonger
Work Book
Practice set I - Abbott Office Supplies
By - Southwestern Publishing Co.
9th Edition--1965

Supplies:

Ink
Pencils - Black & Red
Ruler
Eraser
Paper
Pen (ballpoint)

OBJECTIVES OF ACCOUNTING I

To acquaint the student with the nature and purpose of accounting and its function in business.

To give the student a knowledge of accounting methods, procedures and concepts to be used as an orderly means of classifying, summarizing and presenting useful information from data.

To orientate the student to business and government forms, terminology, standards, and concepts underling accounting procedures.

To develop the student's ability to think through and solve business problems ethically.

To give the student a knowledge of the values of accounting to management, investor, government and the general public, and to use accounting data for decision making.

NAME AND OBJECTIVE OF EACH UNIT

Course Outline

Basic Structure of Accounting:

1. To show the need for accounting and its relationship to other fields.
2. To show the opportunities in accounting.
3. To learn accounting terminology.
4. To show the relationship between bookkeeping and accounting.
5. To teach the basic accounting equation and its relationship to business transactions.
6. To teach classification and presentment of items on the balance sheet, income statement, capital statement, and their relationships.
7. To show the role of accounting in decision making.
8. To improve the importance of accounting.
9. To teach the accuracy, legibility, neatness, latest principles, and procedures in accounting.
10. To learn how to handle business transactions and interpret financial statements.
11. To show standard forms and layouts of statements.
12. To teach development of interim and fiscal financial statements.
13. To teach the recording of transactions.
14. To show an account.
15. To teach the theory of debit and credit and normal balance.
16. To show a ledger.
17. To teach trial balance procedures.

Accounting Cycle For a Service Enterprise:

1. To show the need for a journal.
2. To show the flow of accounting data.
3. To teach journalizing.
4. To teach posting, and show the need for an account.
5. To learn what is meant by a chart of accounts.
6. To show a ledger.
7. To teach the techniques of correcting errors.
8. To teach trial balance procedures.
9. To teach the preparation of a worksheet-adjustments-closing.
10. To teach how to account for deferred and accrued items.
11. To teach how to prepare a post-closing trial balance.
12. To teach the development of interim and fiscal financial statements.

Accounting Cycle For a Merchandise Enterprise:

1. To show the need for special journals.
2. To teach trade discount procedures.
3. To teach sales procedures.
4. To show a sales invoice.
5. To teach the importance of controlling accounts and subsidiary ledgers.
6. To show a sales journal.

Accounting Cycle For a Merchandise Enterprise: (continued)

7. To show a cash receipt journal.
8. To teach the cash receipt procedure.
9. To learn how to interpret credit terms.
10. To learn how to interpret shipping terms--FOB shipping point and FOB destination.
11. To show how we can do book-less bookkeeping. (automated data processing)
12. To teach the purchasing procedure.
13. To show a purchase invoice.
14. To show a purchase journal.
15. To show a cash payments journal.
16. To teach freight-out and freight-in.
17. Review the accounting cycle.

Practice Set I (Abbott Office Supplies)

Notes, Deferrals, and Accruals:

1. To show the need for credit instruments.
2. To learn how to compute interest, due date, and the discounting of a credit instrument.
3. To teach credit instrument procedures.
4. To show classification procedures used with prepaid, unearned, and accrued items.

Receivables, Inventory, and Plant Assets:

1. To teach classification and aging of accounts receivable.
2. To teach collections, write offs, and losses.
3. To teach inventory valuations and systems.
4. To show classification of plant assets.
5. To show capitalization.
6. To show depreciation methods and techniques.
7. To teach the recording procedures.
8. To show disposal of plant assets.

Accounting Controls and Concepts:

1. To teach accounting systems and internal control.
2. To show bank accounts, handling of cash, and reconciliation.
3. To teach the voucher system. (features, procedures, & control)
4. To show the voucher register.
5. To show the voucher.
6. To show the check register, note register, and the insurance register.
7. To show use of the accounting machine.
8. To show the need for payroll records.
9. To teach payroll accounting, and its related tax situations.
10. To show the need for concepts and principles.
11. To teach the importance and need to recognize a business entity.
12. To show the need to recognize a going concern.
13. To show consistency, and adequate disclosure.
14. To show materiality and conservatism.
15. To teach the unit of measurement and its stability.

SUBJECT SUMMARY SHEET

COMMUNICATION SKILLS II - BUSINESS CORRESPONDENCE   Credits: 3 hours

Description of Subject

Business letter writing takes up the study of the essential qualities of effective business letters. Various types of business letters are discussed and studied--from routine inquiries to more complicated forms of adjustment, collection and sales. The students then compose their own business letters and type them in mailable form.

Additional study of spelling and vocabulary is taken up weekly.

Textbooks: College Business Correspondence H. M. Rowe Co.

OBJECTIVES OF COMMUNICATION SKILLS II - BUSINESS CORRESPONDENCE

To teach the students the various types of business letters.

To teach the underlying principles of effective writing--use of words and sentences.

To emphasize the importance of correct spelling, grammar, punctuation and word choice.

NAME AND OBJECTIVES OF EACH UNIT

Making the Business Letter Look Attractive
Letterhead - Quality of Paper

To teach the value of the first impression a letter gives.

To teach the value of design of letterhead and the quality of paper in creating an impression of a letter.

To teach the minimum essentials of a letterhead.

To create an interest in the letterhead design and develop its proper significance.

The Layout of a Business Letter

To teach the concept that a letter is a picture within a frame.

To teach the value of the various forms of business letters.

The Parts of a Business Letter

Heading and Date - Address and Salutation - Body and Conclusion - Addressing the Envelope - Folding and Inserting Letter

To teach the parts, placement and punctuation of the information in a heading and date.

To teach the punctuation and forms of the introductory address and the proper salutation.

To teach the importance of proper paragraphing toward the goal of achieving a letter with eye appeal.

To teach the elements of a proper conclusion and complimentary close.

To teach the proper placement of address on the envelope and the manner of folding letter in No. 6-3/4 and No. 10 envelopes.

Effective Business Writing

To teach the practice of completeness and clarity, the technique of concreteness and correctness; the value of conciseness in business communications; the value of courtesy and character.

Types of Business Letters

To teach specific types of business letters.

To teach analysis of good order in letters, acknowledging letters and orders, making remittances, answering inquiries, adjustment letters, credit letters, and asking, granting, and refusing credit.

To teach various collection appeals: common human nature, sense of fair play, sense of honor, sense of pride, sense of self-interest.

To teach the elements of result getting sales letters: mailing lists, forms of sales letters, adaptation to readers.

Business Reports, Minutes, Resolutions - Human Relations Letters

To provide an opportunity for the students to examine varied business reports, periodic, progress and special.

To provide an opportunity for the students to write minutes and resolutions.

To teach the value of general and specific recommendation letters, introduction, appreciation, invitation, condolence, and reservation.

Letters of Application

To teach the application of the principles underlying the construction of an effective sales letters compared to the writing of letters that sell your services.

To provide the student an opportunity to prepare a letter of application.

To provide the student an opportunity to prepare a detailed data sheet.

SUBJECT SUMMARY SHEET

MACHINE CALCULATION Credits: 2 hours

Description of Subject

This course will include instruction in all the operations covering addition, subtraction, multiplication, and division on the full-keyboard adding machine, rotary calculator, ten-key adding machine, key-driven calculator, and printing calculator. Special problems will be solved relating to interest, discounts, prorating of expenses, distribution of profits, reciprocals, percentages, checks, sales slips, deposit slips, invoices and time cards. Speed and accuracy in the operation of the machines will be stressed using business standards as minimum requirements. The course of study also includes a unit on payroll accounting in which the student will acquire a basic knowledge of payroll procedures that can be easily adapted to most existing payroll systems.

Textbooks:	Office Machines Course	Agnew and Cornelia South-Western Publishing Co., Inc. Third Edition-1962
	Machine Office Practice	Agnew South-Western Publishing Co., Inc.

OBJECTIVES OF MACHINE CALCULATION

To acquaint student with the relative advantages and disadvantages of the full-column and ten-key adding listing machines, the rotary and key-driven calculators, and printing calculators.

To enable the student to make an intelligent choice when deciding the machine to use for a particular problem.

To show the relationship between mental and machine calculation.

To develop the competency in the use and operation and application of the machines required in business.

To develop an understanding of the need for payroll records and the requirements of federal and state laws governing them.

To acquaint the student how payroll records are kept and why government forms and reports are necessary in payroll records.

NAME AND OBJECTIVE OF EACH UNIT

Full-Keyboard Adding Listing Machines

To teach the student the operation of the machine. To teach the method of clearing the machine, depressing keys, making corrections when wrong keys are depressed and taking totals. To teach the proper use of the fingers and thumb in the addition of small and large numbers. To teach the function and procedure for using the subtotal key. To teach the procedure to be followed in subtraction. To teach the function of the repeat key and the procedure for its use in multiplication.

Ten-Key Adding Listing Machines

To teach the student to operate the machine by the touch method; to teach the procedure for correcting mistakes made in entering figures; in addition of numbers containing ciphers, repeated figures, and a varied number of digits. To teach the use and operation of the sub-total, non-add, and repeat keys.

To teach the procedure to be followed in subtraction, Multiplication, and division.

Key-Driven Calculators

To acquaint students with the mechanics of the machine and the use and function of its controls and features; to teach the student to operate the machine by the touch method. To teach the operation of the machine and the procedure to be followed in solving problems; to teach the procedure for fixing decimal points; to develop the technique of rhythmic stroking in the operation of the machine.

Rotary Calculators

To acquaint students with the operation and function of the machine and its advantages and disadvantages as compared with a listing machines. To teach the procedure to be followed in the use of the machine in solving problems in addition, subtraction, multiplication, and division. Also to teach the application of the machine in addition, subtraction, and multiplication of constants.

To teach the procedure for obtaining answers to problems with credit balances. To teach the procedure for placing decimal points in multiplication and division.

Printing Calculators

To acquaint the student with machine functions and arithmetical processes and terms used in their figurework. To acquaint the student with the individual features of each machine. To teach the four fundamental operations--addition, subtraction, multiplication, a and division. To further develop the ten-key touch system including the cipher keys. To acquaint students with the more complex operations of the machines and application to practical situations.

Printing Calculators (Continued)

The last unit of study in this course is used for a study of possible application of the machine operation. A Practice set is used and the student has access to all of the machines for use in completing it. This practice set serves several purposes.

1. It provides the student with actual business forms that are the same as those commonly used in existing businesses.
2. Students get the practice of performing the fundamental processes in a variety of practical and realistic situations.
3. The machine computation improves the ability of the student to become more proficient.
4. Students are required to use different forms in successive jobs. This not only provides variety, but also develops flexibility on the part of the student in being able to shift from one type of work and machine to another.

Reference Texts and Resource Materials Used

How to Use the Calculator and the Comptometer
Meehan - Fifth Edition, 1964
Gregg Division, McGraw-Hill Book Company

How to Use Adding Machines
Meehan and Kahn, 1962
Gregg Division, McGraw-Hill Book Company

Using the Rotary Calculator in the Modern Office
Meehan, 1965
Gregg Division, McGraw-Hill Book Company

Underwood Divisumma 24
Education Department of the Underwood Corporation, 1961
Underwood Corporation

Marchant School Manual
Marchant Calculators, Inc., 1962

Burroughs Calculator Condensed Instruction Course
Burroughs Adding Machine Company, 1946

Practice Problems for Burroughs Electric Duplex Calculator
Burroughs Adding Machine Company

Ten-Key Adding-Listing Machine and Printing Calculator Course
Agnew and Pasewark
Third Edition, 1963
South-Western Publishing Company

Rotary Calculator Course
Agnew and Pasewark
Fourth Edition, 1962
South-Western Publishing Company

SUBJECT SUMMARY SHEET

SHORTHAND III

Credits: 4 hours

Description of Subject:

This course is for students who have fulfilled the requirements of Shorthand I and II. The purpose of this course is to build the taking of dictation and its transcription to a desirable vocational level combined with typewriting, grammar usage, and other related skills.

It will stress advanced vocabulary and phrase building, special brief forms, sustained dictation and transcription will be stressed. Minimum standards of eighty to one hundred words per minute on unfamiliar material, transcribed at the rate of twenty-five words per minute with an error limit of five per cent.

Textbooks:

Gregg Shorthand Simplified for Colleges

Workbook, Vol. II
Second Edition

Vol. II, Second Edition
Leslie, Zoubek, Hosler
Gregg Division, McGraw-Hill Book Company, Inc.

Supplies:

- Shorthand Notebook
- Pen and Pencil
- Typing Paper
- Carbon Paper
- Typing Eraser
- Envelopes

OBJECTIVES OF ADVANCED SHORTHAND III

To develop transcription ability to a safe vocational level.

To review shorthand theory, punctuation rules and correct spelling.

To review placement of letters and tabulated materials.

To develop greater speed in taking dictation at longer intervals.

To teach miscellaneous "Tips for the Transcriber" to improve speed, accuracy, and efficiency in completing the dictation-transcription cycle.

NAME AND OBJECTIVES OF EACH UNIT

Transcription from Shorthand Plated Material

To review theory, including word beginnings, word endings, and word families, brief forms, phrases, brief form derivatives.

To develop correct habits of reading shorthand copy and rapid typing responses to shorthand copy by using shorthand plated material for the first transcription.

To review block-style letters and standard punctuation; transcription techniques, erasure techniques; to teach suggestions for using the notebook efficiently.

Transcription from Student's Homework Notes

To provide opportunity for applying correct skill habits when transcribing from student's home notes.

To review theory and brief forms; punctuation rules; correct usage of words often confused; to improve spelling; to develop greater speed in taking dictation on longer takes; to review semi-blocked style letters with paragraphs indented five spaces; to teach arrangement of work space; to review erasing with carbons; to review writing proper names.

Transcription from Student's Notes of Short Letters Dictated on Related Material

To provide opportunity for transcription practice from the student's own shorthand notes of short letters that are related to but not the same as the letters practiced for homework.

To review theory and brief forms; punctuation rules; correct usage of words often confused; to improve spelling; to develop greater speed in taking dictation on longer takes; to review full blocked style letters and open punctuation. To review addressing envelopes; steps in proofreading, and efficient handling of carbon paper.

Transcription from Student's Notes of Varying Length Letter Dictated on Related Material

To provide opportunity for transcription practice from the student's own shorthand notes of letters varying in length that are related to the letters already practiced as homework.

To continue developing skill in appropriate letter styling and arrangement; to review theory and brief forms; punctuation rules; correct usage of words often confused; to improve spelling; to develop greater speed in taking dictation on longer takes.

Transcription from Student's Notes Etc. (Continued)

To review two-page blocked style letters; dictation techniques; efficient preparation for dictation. To teach adding, deleting, and changing words or phrases in the dictation.

Transcription from Office-Style Dictation

To provide opportunity for transcribing office-style dictation, which includes tabular material in the body of letters and multi-page letters.

To review theory and brief forms; punctuation rules; correct usage of words often confused; to improve spelling.

To develop greater speed in taking dictation on longer takes; to review AMS's simplified style letter; to teach marking enclosures and carbon copies, and making long insertions in the dictation; to teach procedure of substituting words or correcting grammatical errors in the dictation.

To teach techniques of devising shortcuts in taking dictation.

REFERENCE TEXTS AND RESOURCE MATERIALS USED:

Secretaries On The Spot
1961
The National Secretaries Association (International)

Etiquette in Business
Carney
Gregg Division, McGraw-Hill Book Company, Inc.

Word List of Gregg Shorthand Simplified
Gregg, Leslie, and Zoubek
Gregg Division, McGraw-Hill Book Company, Inc.

Progressive Dictation with Previews
Zoubek
Gregg Division, McGraw-Hill Book Company, Inc.

Previewed Dictation
Zoubek
Gregg Division, McGraw-Hill Book Company, Inc.

Business Teacher
Monthly publication
Gregg Division, McGraw-Hill Book Company, Inc.

Today's Secretary
Monthly publication
Gregg Division, McGraw-Hill Book Company, Inc.

EFI Shorthand Laboratory (three channel)

SUBJECT SUMMARY SHEET

TYPEWRITING III Credits: 3 hours

Description of Subject

This course will be a general review of various skills developed in Typewriting I and II. Adequate time will be spent on these skills to develop production typing to a vocational level desired by business. The student will have ample opportunity to set up the many varied typing jobs with increased tension by decreasing time allowed. Actual business forms are used to complete practical office-type jobs. Problems are set up to integrate typing skills and knowledges of vocabulary, grammar, punctuation, and spelling.

Office ethics and businesslike atmosphere will be required as a part of this course. Personal traits necessary for successfully working with people will be stressed. Minimum standards of fifty words per minutes, five minute tests, new material, with five or less errors.

Textbooks:

College Typewriting (T14) 7th edition
Lessenberry, Wanous, and Duncan
South-Western Publishing Co., 1965

Workbook for above textbook (T162)
Advanced Course (Lessons 151-225)
Purchased by student

Supplies:

- Typing Paper
- Ko-Rec-Type
- Eraser
- Pen, Pencil
- Envelopes
- Carbon Paper
- Onionskin Paper

OBJECTIVES OF TYPEWRITING III

To review basic skills taught in previous lessons and to improve speed and accuracy in production typing.

To teach students how to do practical office-type problems using forms used in business, and to provide problems which present a greater challenge than those previously presented.

To give students an opportunity to use different makes of manual and electric typewriters.

To present problems which will enable the students to improve their vocabularies and their ability to apply the rules of grammar, punctuation, and spelling more intelligently.

To give students an opportunity to sample the office materials and forms of a variety of offices.

To help students develop traits necessary for working successfully with others.

NAME AND OBJECTIVES OF EACH UNIT

Production and Skill Inventory

To check up on a number of basic skills and problems covered in previous lessons, including centering and aligning, business letter parts and styles, typing on ruled line, typing outside margin, tabulation, correcting errors, and typing telegrams.

Tables with Special Problems

To teach the arrangement of two-column table with leaders, unarranged tabulation, horizontal rulings, footnotes, and braced headings.

Duplicating Processes

To teach students how to type a stencil, the fill-ins on form letters, chain feeding envelopes, and typing masters for the liquid duplicator.

Reports on Office Automation

To have the students type reports which will give them some basic understandings of the way in which automation works in an office. The papers they prepare will give them a working acquaintance with some of the common terms used in automated data processing.

Legal and Other Business Forms

To acquaint students with as many of the following forms as time permits: partnership agreement, bill of sale, power of attorney, warranty deed, will, codicil, agenda for a meeting, minutes of meeting, proxy, and investment report.

Typing in Several Business Offices

To give the student an opportunity to become familiar with a variety of business forms and procedures as well as the vocabulary of several business offices. Materials from an accounting office, a Government office, a medical office, and a technical office were used.

Measuring Basic and Production Skills

The final unit of work consists of an inventory consisting of selected problems covered in Typewriting III. This final evaluation will cover reading and understanding directions, arranging and selecting forms needed, typing the solution, proofreading, adding enclosure notations and reference initials, and disposing of the finished copies. Work habits are tested quite as much as typing skill.

SUBJECT SUMMARY SHEET

PSYCHOLOGY OF HUMAN RELATIONS   Credits: 3 hours

Description of Subject:

The basic theme of this course is the understanding of the psychology of working with people. This includes a better understanding of ourselves and of our actions as we meet and get along with others. We will cover some of the essential problems that confront people and will study the adjustment mechanism that is common in problem solution.

Motivation, instincts, interests, habits and attitudes will be probed so that we may better understand the drives behind human behavior and so that we may deal with problems of maladjustments as well as those of normal behavior as we meet them in personal and group situations.

Basic emotions will be explored so that we may develop control of our emotions and better understand the emotional upheavals that we may meet in every day association with society.

We will explore the problem of how to organize your life for a career in business by applying some research findings about human nature in business life.

We will explore how to analyze an occupational field and how to analyze whether we are suitable to a job in that particular field.

Textbook: Practical Business Psychology   Laird and Laird
Third Edition

OBJECTIVES OF PSYCHOLOGY OF HUMAN RELATIONS

To acquire knowledge, skills, and attitudes as they apply to human relations.

To secure a better understanding of one's self and others around us so that we may more effectively provide leadership for others.

To more efficiently relate one's self to the group of which one is a part, so that, we may work more effectively in groups.

To be aware of and to fulfill one's social, vocational, and community responsibilities.

To understand and to fulfill one's basic needs.

NAME AND OBJECTIVE OF EACH UNIT

General Class Purpose

To be aware of human problems and to determine solutions; to acquire knowledge, skills and attitudes that will enable the student to better understand himself, others, and to better handle the daily relationships with people at work, in the community, and in the home.
To recognize and understand basic human needs.

Human Behavior

To understand the basic causes of human behavior, recognize problems that are common to all, understand motivating forces and how they influence human behavior. Instinct and environment as motivating forces, the effect of learning on behavior patterns, the problem of right and wrong, age and its effect on motivation, and forces effecting human behavior.

Personal Efficiency

To secure an understanding of the meaning, measuring, and place of efficiency in business life. To study the relationship of personal efficiency to productivity. To learn about ratings in business; an understanding of rating scales and errors in use of these scales. To understand that psychological efficiency is related to productivity. To secure an understanding of quota efficiency, stereotyped efficiency, and restricted efficiency, and how they relate to productivity on the job. How to achieve personal efficiency through self-efficiency, group efficiency, and things efficiency.

Rapid Reading, Remembering, and Efficient Learning

To understand how better reading habits can increase personal efficiency and development. To understand some basic techniques of improving one's memory. To use these techniques to increase personal efficiency on the job, as well as socially. To analyze an assess the basic elements in the learning situation, so that, we may be better learners, as well as better teachers and trainers.

Human Relations and Morale

To understand about efficient ways to plan and organize work. How to set goals for working groups. How to organize work so that it can be done more efficiently. How to speak or conduct instructional periods more effectively. How to cut down backtracking in work and how to achieve the right amount of tenseness in work.

Occupational Choice

Selection of occupations that are compatible with skills and values that the individual has developed. The use of literature in finding occupational information.
The use of outside agencies in finding occupational information.
The use of the vocational counselor in finding occupational information.
Techniques of job analysis.
The development of the idea of individual differences.

Understanding the Emotions

How to create a friendly attitude in the work group rather than a hostile attitude. How to provide democratic leadership that lessens hostility.
How to get people to think positively.
How to use praise as reward.

Personality and Character

Differentiation of personality and character and how they effect patterns of behavior.
The types of people, development of values, leadership and its effect on others.
The ability to get along with people, the importance of leadersh
finding and developing leaders.

Group Cooperation

The nature of group dynamics.
Use of sociometric techniques in the establishment of group structure.
Determining group relationships and characteristics, so that a leader may coordinate groups to work together.
How to recognize group spirit and group conflicts.

SUBJECT SUMMARY SHEET

ECONOMICS Credits: 3 hours

Description of Subject

This is a course which is concerned with the ways and means man makes a living for the gratification of his wants and desires. The course is concerned with a study of production, exchange, valuation, distribution of income, consumption and saving, and the financing of government as these relate at any economic system. It is also specifically concerned with the foundations of the American Free Enterprise system--private property, profit motivation, competition, and economic freedom.

Textbook: Basic Economic Thomas J. Hailstones, South-Western Bublishing Company, 2nd Edition, 1964

Supplementary Reading:

Students are urged to keep abreast of the times by regularly reading some selected newspaper and periodicals as well as some of the bibliographical lists at the back of the textbook. These readings will be discussed in class at appropriate times.

Supplies:

Notebook
Pencil
Pen

OBJECTIVES OF ECONOMICS

To aid the student in determining the basic economic understandings essential for intelligent citizenship that our complex economic society demands.

To develop in the student the ability to share, participate, and view with intelligence the economic problems that will best serve our demo cratic and personal values as an individual and as a nation.

To acquaint the student with alternative economic systems as contrasted with our American Free Enterprise system and its institutions of private property, profit motivation, free competition, and economic freedom.

NAME AND OBJECTIVES OF EACH UNIT

Our Economic System

To acquaint the student with the nature and scope of economics.

To show that an economy cannot always produce everything desired by its citizens and that at times a decision must be made regarding the uses of man power and sources.

To show that the process of economizing may be more apparent in some countries that it is in the United States.

To demonstrate that a nation frequently can overcome a shortage of one factor of production by excelling in the use of others and by utilization of the principle of comparative advantage.

To explain the general operation of our free enterprise competitive business system.

To explain the circular flow of business activity and to demonstrate how it may accelerate or decelerate.

Money, Credit and Banking

To point out what effect changes in the money supply will have on the level of business activity and on the price level.

To explain the expansion of bank credit through the creation of demand deposits.

To teach the types of money and the amount of currency in our economy.

To show the structure of our present Federal Reserve System.

To familiarize the student with Federal Reseve controls over the money supply and to show how these controls actually work.

Production, Income and Employment

To show our method of measuring total production and income in the economy.

To acquaint the student with the breakdown and distribution of money incomes in the United States.

To let the student see the relationship between average family income and average family budgets.

To impress upon the student that the process of economizing is a realistic thing for most families and individuals in the economy.

To show how the three factors--consumer spending, business investments, and government spending--determine the level of production, income, and employment.

To show what is meant by full employment of man power, to show the composition of the labor force, and to explain why we consider an economy with 2 1/2 million unemployed to be a fully employed economy for all practical purposes.

Business Fluctuations

To distinguish between the various types of changes in business activity.

To explain what a business cycle is, and to show how changes in business activity are measured.

To allow the student to see and understand the relationships between the different elements of business activity within the economy.

To have the student understand some of the various theories about the causes of the business cycle.

Economic Analyses and Policies

To give the student a basic knowledge of the income--expenditures analysis of ecomonic activity.

To show and to analyze the measures--monetary, fiscal, and psychololgical-- that may be employed to offset a downwing in the economy.

To show and to analyze those measures--monetary, fiscal, and psychological--that may be utilized to combat inflation in the economy, expicially during a wartime economy.

To evaluate the income--expenditure approach of economic analysis.

To review for the student how fiscal or budgetary policy ean be used as a device for stabilizing the level of business activity.

International Economics

To point out the importance of international trade to our domestic economy.

To show the items included in the balance of trade and the balance of payments and to distinguish between the two.

To show the extent of United States foreign aid to both developed and underdeveloped countries.

To point out the success of various attempts at economic cooperation and intergration thoughout the world.

SUBJECT SUMMARY SHEET

SHORTHAND IV

Credits: 4 hours

Description of Subject

Emphasis is placed on training the student for stenographic work on a production basis. Previously learned principles are used with the addition of special technical vocabularies, phrasing and shortcuts. All Shorthand principles will be reviewed to enable the student to write shorthand and transcribe without hesitation. Shorthand III or its equivalent is a prerequisite to this course.

Consideration is also given to develop an appreciation of the many various office problems, up-to-date business procedures and the development of initiative and positive thinking. Minimum standards of one hundred and ten words per minute and higher on unfamiliar material, transcribed at the rate of thirty words per minute.

Textbooks:	Gregg Transcription for Colleges, Simplified	Hosler, Grubbs, Wagoner Gregg Division, McGraw-Hill Book Company, Inc.

Supplies:

Shorthand Notebook
Pen and Pencil
Typing Paper
Carbon Paper
Typing Eraser
Onionskin Paper

OBJECTIVES OF ADVANCED SHORTHAND IV

To review all principles of simplified shorthand, elements of typewritten transcription, forms of punctuation and capitalization.

To build higher speeds of writing shorthand and increase transcription speed.

To teach types and styles of correspondence used in various departments of businesses.

To improve penmanship via drills and to build student's sustained dictation speed.

To teach and review the important attributes of a good secretary including technical vocabularies used in industry.

To stress correct grammar at all times in all forms.

NAME AND OBJECTIVES OF EACH UNIT

Brief Forms and Derivatives

To review various brief forms; to build speed on brief form letters; to increase reading speed in reading brief forms; to review proper way to use notebook for rapid dictation.

The Office Service Department

To review spelling, proper penmanship, type of correspondence used in a service department; uses of the period; letter styles; phrasing speed shortcuts; sustained speed dictation.

The Sales Department

To teach the type of correspondence used in a sales department; to review uses of the colon; to teach various functions of a sales department.

The Credit Department

To teach the type of correspondence used in a credit department; to review uses of the semicolon; to further build speed on sustained dictation.

The Accounting Department

To teach the types of correspondence used in the accounting department; to review various rules of spelling (longhand); to review further letter styles.

The Purchasing Department

To teach the types of correspondence used in the purchasing department; to teach the functions of such a department; to further review rules of spelling; to review adjective and adverbial phrases.

The Personnel Department

To teach the types of correspondence used in personnel departments; to teach the uses of shorthand by personnel people other than stenographers; to teach various functions of a personnel department; to further review the use of the comma.

The Manufacturing Department

To teach the types of correspondence used in manufacturing departments; to teach advanced methods of phrasing for increased speeds; to stress sustained dictation.

Advertising, Publishing, and Printing

To teach the technical terms used in these three fields; to teach opportunities available for women in these fields; to review uses of the apostrophe; to review further letter styles.

Aviation

To teach the technical terms frequently used in aviation; to teach the proper way to make an airline reservation; to teach further advanced phrasing.

Banking

To teach the technical and practical terms used in finance; to teach the uses of the hyphen; proper use of compound words; form of two-page letters; services that banks perform.

Law

To teach the technical terms used in legal practice; to teach the types of cases handles by lawyers; to teach the legal phrases of Latin origin; to teach the various common legal forms; to review office style dictation.

Petroleum

To teach the technical terms used in the petroleum industry; to review the uses of quotation marks; to review outlines of compass points; to teach uses of oil in our lives.

Medicine

To teach the technical medical terms; to teach types of doctor's practices; to teach various medical secretarial duties; to teach various common symptoms, ailments and remedies.

Utilities

To teach the various technical terms used in electricity; to teach and review how to write numbers; to review frequently used names; to teach various services performed by utilities.

Government

To teach the various technical terms used in Government; to review the merits of a democratic government; to teach the types of correspondence used in Government; to review various shortcuts; to work intensely on sustained dictation.

REFERENCES TEXTS AND RESOURCE MATERIALS USED:

Etiquette in Business
Carney
Gregg Division, McGraw-Hill Book Company, Inc.

The Office Assistant in Medical Practice
Frederick and Towner
Second Edition, 1960
W. B. Saunders Company

Handbook for the Medical Secretary
Bredow
Fourth Edition, 1959
Gregg Division, McGraw-Hill Book Company, Inc.

The Legal Secretary
Connelly, Maroney
Gregg Division, McGraw-Hill Book Company, Inc.

Handbook for the Legal Secretary
Leslie and Coffin
Gregg Division, McGraw-Hill Book Company, Inc.

Secretaries on the Spot
1961
The National Secretaries Association (International)

Word List of Gregg Shorthand Simplified
Gregg, Leslie, and Zoubek
Gregg Division, McGraw-Hill Book Company, Inc.

Medical Shorthand Manual and Dictionary
Smither
Gregg Division, McGraw-Hill Book Company, Inc.

Progressive Dictation with Previews
Zoubek
Gregg Division, McGraw-Hill Book Company, Inc.

Previewed Dictation
Zoubek
Gregg Division, McGraw-Hill Book Company, Inc.

Business Teacher
Monthly publication
Gregg Division, McGraw-Hill Book Company, Inc.

Today's Secretary
Monthly publication
Gregg Division, McGraw-Hill Book Company, Inc.

EFI Shorthand Laboratory (three channel)

SUBJECT SUMMARY SHEET

ADVANCED TYPEWRITING IV Credits: 3 hours

Description of Subject

This course will have a continued goal of improved production typewriting. Intensive practice will be given in all types of job typewriting that will build these skills to acceptable standards. Actual business forms will be used, keeping in mind the needs of vocabulary, grammar, punctuation, and spelling.

A business-like attitude will be developed with instruction in office ethics. Personal traits necessary for successful working with people will be required. This is a terminal course, therefore every effort will be made to build up those traits and skills that are necessary for success. Minimum standard of fifty-five words per minute, five minute tests, new material, with five or fewer errors. Value of speed over fifty-five will be stressed.

Textbooks:		
	College Typewriting	Lessenberry, Wanous, Duncan Seventh Edition, 1965 South-Western Publishing Co.
	Typewriting Office Practice for Colleges	Bell South-Western Publishing Co.

Supplies:

Typing Paper
Typing Eraser
Eraser Shield
Carbon Paper
Onionskin Paper
Pen and Pencil
Envelopes

OBJECTIVES OF ADVANCED TYPEWRITING IV

To develop a consciousness of the need for mastery of the specific skills needed on the job.

To give the student experience in becoming more proficient in the use of the electric typewriter.

To develop the importance of maintaining high standards of production and accuracy.

To teach office ethics and businesslike attitudes as a part of all units.

To develop proofreading skill to the point where the employer can sign all transcribed letters placed on his desk for signature.

To develop the habit of using a dictionary.

To help students obtain a Proficiency Certificate issued by the Dictabphone Corporation to anyone who can pass its thirty minute transcription test at the rate of 125 sixty-stroke lines an hour.

NAME AND OBJECTIVES OF EACH UNIT

Improving Speed with Control

To improve judgment in the placement of headings, titles, tabulated columns and letters. To work on speed and accuracy improvement in production typing.

Special Reports for Executives

To improve ability to assemble materials on a production basis. To teach chainfeeding of envelopes by backfeeding and by front feeding. To review correcting of typed copy by squeezing or spreading letters.

To improve judgement placement of centering; to improve ability to plan production work by judgement.

To work on speed and accuracy in production typing.

Tables with Special Forms

To improve ability to assemble materials for typing tables on a production basis. To review placement of braced headings; to reemphasize importance of proofreading; and to work on speed and accuracy in production typing.

Letters with Tabulated Reports

To improve judgement placement of tabulated reports in letters; to increase speed in setting up tabulation. To improve ability to set up letters with quoted paragraphs on a production basis. To work on speed and accuracy in production typing.

Duplicated Reports

To review the ruled and the running of fluid duplication master copies, the preparation and running of mimeograph stencils.

To review addressing of form letters and to develop speed and accuracy in addressing envelopes, and to give additional opportunity for experience in creative typing. To work on speed and accuracy in production typing.

Taking an Employment Test for Typists

To work on speed and accuracy using straight-copy timed writings. To review application letters and data sheets. To re-emphasize the importance of proofreading.

To improve judgment placement of tabulated reports.

Improving Speed with Control

To review correct stroking techniques and develop stroking patterns.

To improve tabulation mechanism control.

To work on straight copy speed and accuracy. Stress proper technique of quiet hands and arms. To work on speed and accuracy in production typing.

Transcribing Machine Operation

To review operation of the Dictaphone and Executary transcribing machines.

To review handling of dictabelt and uses of the indication slip.

To review and improve foot-ear-hand coordination used in machine transcription.

To improve spelling of words, used in the fields of aluminum manufacturing, shipbuilding, construction and selling.

To provide opportunity for transcribing semi-blocked style letters, special delivery, airmail letters, and two-page letters.

Transcribing Machine Proficiency Certification

To improve foot-ear-hand coordination to the expert level.

To improve spelling of words used in the fields of science and engineering, social service and welfare, government, medicine and law.

To provide opportunity for transcribing various styles of letters, manuscripts, medical cases and legal documents.

To provide opportunity for obtaining Dictaphone Corporation Certificate of Proficiency.

Special Business Forms

To improve judgment placement of form tabulations, information on voucher checks; to improve ability to assemble materials for typing contracts on a production basis.

To teach tabulation on a full sheet inserted sidewise; to improve judgment placement of financial reports.

To work on speed and accuracy in production typing.

Accounting Reports

To develop the ability to properly place financial reports on the page. To work on straight copy speed and accuracy.

To re-emphasize importance of accurate proofreading; to work on speed and accuracy in production typing.

Sampling Legal Typing Problems

To condition student for continuous production typing.

To teach the form of legal instruments.

To provide practice in typing several common legal instruments.

To work on straight copy speed and accuracy.

Measuring Typing Power

To re-emphasize necessity of absolute accuracy in proofreading.

To condition student to sustained typing of business correspondence.

To condition student to sustained typing of executive and tabulated reports.

To condition student to sustained typing of straight copy material.

REFERENCE TEXTS AND RESOURCE MATERIAL

Typewriting for Colleges
Lloyd, Row, and Winger
Second Edition, 1964
Gregg Division, McGraw-Hill Book Company

Techniques of Teaching Typewriting
Clem
Gregg Division, McGraw-Hill Book Company

SUBJECT SUMMARY SHEET

BUSINESS LAW

Credits: 3 hours

Description of Subject:

This is a basic one semester course offered to those interested in accounting or legal secretarial work. This course is designed to develop a basic understanding of our legal system. Emphasis is placed on ethical principles and the Uniform Commercial Code. Subjects covered in this course are introduction to law, contracts, agency and employment, commercial paper, personal property and bailments, sales of goods, insurance, and government regulations.

Textbooks:	Business Law	Ronald A. Anderson & Walter A. Kumpf 7th Edition - 1965 Southwestern Publishing Co.

Supplies:

Pen and Ink
Pencil
Ruled Paper
Notebook

OBJECTIVE OF BUSINESS LAW

To develop an understanding of the fundamental processes of law and the Uniform Commercial Code.

To teach the rights, duties, and obligations of the individual under our judicial system.

To develop a wholesome respect for law and law enforcement.

To develop clear thinking, sound judgment, and the power to reason by presenting legal cases that are common in business and personal experiences.

To aid the student in becoming an intelligent citizen.

NAME AND OBJECTIVES OF EACH UNIT

Introduction to Law

To teach the meaning, origin, and evolution of law.
To learn the general and specific objectives of the law.
To learn the classes and sources of law.
To learn the agencies that enforce the law.
To teach court procedures.

Contracts

To teach the nature and kinds of contracts.
To teach what constitutes a contract.
To teach the meaning of agreement and offer.
To teach the meaning of agreement and acceptance.
To teach the meaning of genuineness of assent.
To learn what consideration is.
To teach the legality of a contract.
To learn the meaning of capacity of parties.
To learn the formality and interpretation of laws relating to contracts.
To teach transfer of contract rights.
To know when a contract has been discharged.
To teach breach of contract and remedies.

Agency and Employment

To teach the nature and creation of agency.
To learn the meaning of principal and agent.
To teach the duties and the liabilities of the principal and agent.
To learn what is meant by third persons.
To teach the rights and liabilities of third persons.
To teach termination of agency.
To teach employment-creation and termination.
To learn the relationship between employer, employee and third persons.
To teach the duties and defenses of the employer.
To teach the duties and rights of the employee.
To teach the liability for injuries of third persons.

Commercial Paper

To teach the nature and kinds of commercial paper.
To teach what parties are involved with commercial paper.
To teach the rights and liabilities of each party.
To learn what negotiability means.
To teach the requirements of negotiability.
To learn how one can transfer commercial paper.
To teach indorsements and methods of negotiation.
To teach the meaning of warranties.

Commercial Paper (continued)

To teach notes and their presentment for payment.
To teach the liabilities of the maker.
To learn when presentment for payment is excused or unnecessary.
To teach special types of promissory notes.
To learn the meaning of drafts.
To learn how to present drafts for payment.
To learn how to present drafts for acceptance.
To teach the liabilities of the parties to a draft.
To teach the nature of a check.
To teach the liabilities and rights of the drawer and drawee.
To teach check procedures, indorsements, and negotiability.
To teach the rights of holders and defenses.
To teach how commercial paper is discharged.
To teach the discharge of all parties.

Personal Property and Bailments

To teach the nature and classes of property.
To teach the different types of ownerships.
To learn what is meant by personal property.
To show different laws related to personal property.
To teach acquiring and transferring title.
To teach the nature, classes, and termination of bailments.
To learn the definition of bailments.
To teach what a bailment requires.
To teach classification of bailments.
To teach the different laws related to bailments.
To teach the liabilities and duties of each party to a bailment.
To teach the rights of the bailee.
To teach the rights of the bailor.
To learn the definition of a hotelkeeper.
To teach the liability of a hotelkeeper.
To learn what is meant by warehousemen.
To teach the rights of holders of warehouse receipts.
To learn the definition of a factor.
To teach the duties and rights of a factor.
To learn the definition of a common carrier.
To teach classification of carriers.
To learn the different types of bills of lading.
To teach the bill of lading form.
To learn the duties of common carriers.
To teach the rights of common carriers.
To teach negotiability and warranties.
To teach the liabilities of common carriers.
To learn the meaning of a bill of lading.
To learn what a carrier's lien means.

Sales of Goods

To teach the nature and legality of a sale of goods.
To teach the definition of a sale of goods.
To teach transfer of title.
To teach the different types of sales.
To teach the law of contracts and the Uniform Commercial Code.
To learn the meaning of illegal sales.
To teach fraud and other defenses.
To teach the formality of a sales contract.
To teach the nature of the writing required.
To learn how to prove an oral contract.
To teach title transfers and risk in sales contracts.
To teach the nature of a transaction.
To teach the rights, liabilities, and duties of each party.
To learn what happens when there is damaged or destroyed goods.
To learn who must assume the risk in particular transactions.
To learn what is meant by auction sales.
To teach reservation of a security interest.
To learn what is meant by a C.O.D. shipment.
To teach consignment sales, installment sales, and sale by entrustee.
To learn what is meant by a voidable title.
To teach repossessed goods.
To learn what is meant by documents of title.

Obligations of Parties and Performance

To teach conditions precedent to performance.
To learn when it is a seller's duty to deliver.
To learn what requirements are necessary in delivery.
To learn when it is the buyer's duty to accept goods.
To teach what constitutes acceptance.
To teach when it is the buyer's duty to pay.
To teach what the duties are under particular terms.
To teach what is meant by F.O.B. and C.I.F. terms.
To teach what is meant by adequate performance.
To teach warranties and product liability.
To teach the kinds of warranties.
To teach particular warranties of all sellers.
To teach what is meant by warranties in particular sales.
To learn what is meant by Caveat Emptor. (let the buyer beware)
To teach product liability.
To learn what a breach of warranty is.
To teach remedies for breach of sales contracts.
To learn what a seller's lien is.
To teach what remedies a seller may have for a breach of contract.
To teach what remedies a buyer may have for a breach of contract.
To teach contract provisions on remedies.
To learn what is meant by revocation of acceptance.

Insurance

To teach the nature of insurance.
To learn the definition of insurance.
To teach the classification of insurance by risk.
To learn the parties to an insurance contract.
To learn what is meant by insurable risk or interest.
To teach the composition of the insurance contract.
To teach modification of form.
To learn the effect of an insurer's delay in acting on application.
To learn what is meant by a premium.
To teach the defenses of the insurer.
To learn what is meant by an ultra vires act.
To teach counterdefenses.
To learn what is meant by waiver.
To learn what is meant by subrogation.
To teach the nature and risk assumed in fire insurance.
To learn what is meant by immediate or proximate cause.
To learn when and how to give notice and proof of loss.
To learn the determination of insurer's liability.
To teach whether a fire insurance policy can be assigned.
To learn what is meant by a mortgage clause, extended coverage, other provisions, and cancellation.
To teach automobile insurance.
To teach financial responsibility laws.
To learn what is meant by liability insurance.
To learn what is meant by collision or upset insurance, fire, lightning, and transportation insurance, and comprehensive insurance.
To teach life insurance. (kinds)
To learn what is meant by disability insurance, waiver of premiums, reinstatement of lapsed policy, notice of premiums due, and beneficiary.
To teach risks assumed by the insured.
To learn what is meant by incontestable clause, assignements, options, cash surrender value, and extended insurance.

Government Regulations

To teach regulation of business by government.
To teach how government regulates competition, discrimination (price), production, distribution, financing, monopolies and combinations, and restraint of trade.
To teach government regulation of labor.
To learn what is meant by labor representation and union security.
To learn what is meant by a labor dispute-labor's methods and employer's methods.

Civil and Criminal Liability

To teach civil and criminal liabilities--torts and crimes.
To teach security from torts and the definition of terms.
To teach the different types of torts, and to show different types of crimes.

SUBJECT SUMMARY SHEET

SECRETARIAL PRACTICE Credits: 3 hours

Description of Subject:

A secretary needs many skills in addition to typewriting and shorthand to become efficient. This course will attempt to reveal those abilities. Good business letter writing with respect to punctuation, capitalization, and grammar while presenting ideas tactfully will be stressed. Many opportunities to display initiative and make decisions will be made available while doing routine or unique secretarial jobs.

Proper use of dictating machines and various methods of duplicating office materials will be taught. Filing principles will be taught and applied to all types of filing systems. A unit stressing the importance of telephone etiquette will be included.

Good grooming, personality, company loyalty, initiative, and methods of self-evaluation will be discussed. Data sheets and letters of application will be written; mock interviews will be staged to help the student select the right job. Emphasis will be placed on the professional nature of secretarial work.

This course is designed for general office or clerical employees to improve their use of the numerous machines encountered and to strengthen their skills in helping them to meet the miscellaneous duties.

Textbooks:	College Secretarial Procedures	Place and Hicks Gregg Division, McGraw-Hill Book Company Third Edition, 1964
	Workbook for above text	
	Rowe Filing Practice Set	The H. M. Rowe Company Second Edition, 1955

Supplies:

Typing Paper
Typing Eraser
Carbon Paper
Pen, Pencils
Onion Skin Paper

OBJECTIVES OF SECRETARIAL PRACTICE

To refresh the student in the basic skills of typewriting.

To develop skill in taking directions and carrying out secretarial activities.

To compose accurate and tactful business letters.

To develop the spelling, punctuation, and capitalization skills essential to every competent office worker.

To emphasize the need for knowledge of correct grammar in all forms of spoken and written office work.

To develop competence in the use of the telephone and the accurate recording or directing of messages.

To develop the pleasant attributes of a receptionist via personality checklists and voice control.

To evaluate her (the student's) own personality and improve it along with development of a constructive philosophy of human relations.

To instill a knowledge of current postal practices and classification of office mail.

To develop skill in the use and operation of the various transcribing units now on the market.

To acquaint the student with the various types of duplicating processes now employed in modern offices: Spirit Duplicating, Mimeograph, Verifax.

To teach the two basic types of filing systems (alphabetic and geographic) and to develop an understanding of the other filing systems (numeric, subject, soundex).

To develop an understanding of the intricate filing procedures: cross references, out card, guides, folders, tickler files, and cabinets.

To present up-to-date information about secretarial shortcuts for saving valuable time and also to present up-to-date information about newer ways of doing things in an office.

To give the student a clear understanding of her place in the company structure.

To instruct students how to choose and apply for a position.

To give proper emphasis on the professional nature of secretarial work.

NAME AND OBJECTIVE OF EACH UNIT

Typewriting Skills are Basic

To increase skills in typewriting production of rough drafts when typing from handwritten copy, or from edited typewritten copy. To teach preparation of multiple originals and carbon copy notations. To teach proper setup of memorandums, statistical columnar material, legal documents, and manuscripts with footnotes.

Skills Plus

To stress the importance of a pleasant personality, neatness, company loyalty, punctuality, ability to work with others, and a spirit of cooperativeness. To rate yourself as to job performance, personal characteristics, and promotional potentiality.

Communicating by Telephone

To emphasize good telephone techniques, the importance of a pleasant voice, answering promptly and courteously, accurate recording or routing of telephone messages. To familiarize students with the facts contained in a telephone directory, the correct procedure for placing a local or long-distance call stressing time tables. Teach voice control so that distinct speech will be gained through proper pace, inflection, and pitch. Have students become aware of special equipment (TWX, PBX), and services rendered by the telephone companies.

Telegrams and Cablegrams

To have students become familiar with the three types of telegrams, time tables, and special telegraphic services and machines. To teach correct word count and applicable charges. To explain the use of cablegrams for fast and inexpensive communication with foreign offices.

Correct Filing Saves Money

To teach the principles of indexing. Develop skill in coding, cross referencing, and sorting before filing. Trace the paths of letters that your company receives and sends. To teach the standard setup of filing cabinets which contain primary and secondary guides; individual, miscellaneous, and special file folders. Demonstrate the various cuts of file folders, and the "out" card and folder.

More About Filing

Develop skill in adapting the indexing rules to geographic, subject, numeric, and soundex filing systems. Discuss the practical application of each filing system. Develop a knowledge of file maintenance via card systems, methods of transferring outdated materials and microfilming. Tour the filing department of a local firm to illustrate filing equipment and methods applied.

Using Duplicating Machines

To emphasize the need for and the ease of producing multiple copies efficiently and inexpensively. Develop skills in the use of the photocopy devices such as the verifax, thermo-fax. Tour a small printing office to observe the offset duplicator in action. Explain the advantages and practical application of each multiple copy process. Develop skills in the preparations of matters and their reproduction on the liquid duplicator and mimeograph.

Using Dictating Machines

Develop competent skills in the transcription of dictated material via the dictaphone and executary machines using belts, discs, or records. Stress the "forward" movement when transcribing.

Moving Up the Ladder

The jump from a stenographer to a secretary requires comprehensive abilities. Teach the student to plan his work schedule carefully to allow time for emergencies; to do every thing possible to make the employer's job easier. Develop decision-making abilities which are to be used with discretion never overstepping authority. Develop professional loyalty about confidential matters. Develop the student's initiative in arranging details of a trip, copying with the varied secretarial duties, keeping the office functioning smoothly in the employer's absence. Learn to handle general correspondence. Be prepared at all times to take time for "extras" at a moment's notice. Take the initiative in obtaining correspondence from the files that can be used in answering the mornings mail; keep the office in good condition. Be courteous and helpful to newcomers. Learn to rate your own performance on the job.

The Secretary's Public Relations

Develop good human relations. Use tact and good judgment when terminating or cancelling appointments. Learn to coordinate appointment schedules; verify all appointments made by telephone or telegraph. As a receptionist, learn to handle frequent, unknown, and unwanted callers with tact and good direction. Prepare a list of company executives illustrating their room and telephone numbers for easy and quick reference. Make arrangements for a meeting: Reserve a room, publish notices, prepare the agenda, issue invitations. Be ready to take the minutes of a meeting, and transcribe your notes accurately and completely. Do all the necessary follow-up work after the meeting.

Mailing and Shipping Activities

To teach the proper methods of handling the incoming mail such as sorting, opening, date and the stamping and routing the mail. Mail will be arranged according to its importance: telegrams, special delivery, personal (unopened), airmail, regular, advertisements, newspapers, and magazines. Letters will be annotated.

To teach the proper handling of outgoing mail from correctly folding and inserting the letters into the proper-sized envelopes to determining the most expedient way of sending the letters and ascertaining the correct amount of postage for its classification. Teach the proper classification of various materials, and the availability of special delivery or handling. Machines such as the postage meter, and the Addressograph will be explained. Methods and costs of shipping freight and parcel post will be compared. Bills of Lading will be prepared.

The Secretary Writes for Business

To teach the proper ingredients of excellent business letters; conciseness, courtesy, completeness, clearness, and correctness. To allow the students to compose various types of business letters such as letters of referral, inquiry, acknowledgment, transmittal, and explanations of delay. Requests for confirmation or cancellation of appointments, follow-up letters, and other general correspondence that must be answered in the employer's absence will be stressed. The writing of notices will also be covered.

Travel, Information, and Reports

To teach the planning of a business trip requiring the interpretation of time tables, air, railway, and bus schedules; and the preparation of an itinerary. Credit cards, travelers' checks and various types of hotel accommodations will be studied. Comprehensive sources of information required in the preparation of a speech or business report, and the typing of reports from rough drafts for quick and easy reference will be stressed. Methods of keeping complete and accurate records of activities while the employer is away in neat and efficient tabulated forms will be taught.

Keeping Records for Your Employer

To teach the preparation of deposit slips, checks, and various types of endorsements. Stress caution when paying bills by verifying prices, terms, extensions, and all additions on an invoice. Teach the value of legible handwriting. Maintain a check book, and reconcile the check stubs with the bank statement. Establish a petty cash fund; stress caution in its operation. Due to detailed records demanded by the Federal Government for Income Tax deductions, preparation of traveling expense accounts, employer's income and expense statements, executive payroll data, and other employee earning records will be emphasized.

Getting Your Job

Careful planning is necessary for selecting the right job. Teach the student how to help himself locate just the right job through the use of readily available and inexpensive sources of job listings. Teach the preparation of a personal data sheet; obtain references, and write letters of application from various standpoints. Prepare for an interview; discuss grooming, what to take with you, and what to say. Stage mock interviews for various types of jobs. Fill in an application blank with caution.

Setting Your Sights

From the knowledge gained as a secretary, prepare yourself for a job as an executive. The quest for continual personal improvement leads to professional growth.

REFERENCE TEXT AND RESOURCE MATERIALS USED:

Standard Handbook for Secretaries
Hutchinson
Seventh Edition
Gregg Publishing, McGraw-Hill Book Company, Inc.

College Spelling for a Businessman's Vocabulary
Oberly-Silverthorn
South-Western Publishing Company

Principles of Indexing and Filing
Cadwallader and Rice
Fourth Edition
The H. M. Rowe Company

College Secretarial Procedures
Place and Hicks
Second Edition
Gregg Division, McGraw-Hill Book Company, Inc.

Effective Secretarial Practices
Beamer, Hanna, and Popham
Fourth Edition
South-Western Publishing Company

Reference Manual for Stenographers and Typists
Gavin and Hutchinson
Second Edition
Gregg Division, McGraw-Hill Book Company, Inc.

College Secretarial Practice
Reigner
Fourth Edition, 1960
The H. M. Rowe Company

Progressive Filing
Kahn, Yerian, and Stewart
Seventh Edition, 1961
Gregg Division, McGraw-Hill Book Company, Inc.

General Office Practice
Archer, Brecker, and Frakes
Gregg Division, McGraw-Hill Book Company, Inc.

Etiquette in Business
Carney
Gregg Division, McGraw-Hill Book Company, Inc.

PHYSICAL FACILITIES AND EQUIPMENT

A. Offices

1. Coordinator
The coordinator's office is located in Room 204. The room is adequate for consultation with instructional staff, and affords sufficient privacy for counseling and programming purposes. Student progress records and files, course outlines, and other material necessary to the efficient operation of the department can be found in the coordinator's office. The office is equipped with both outside and inter-school telephone facilities.

2. Instructors
There are three separate office cubicles in Room 204 for instructional staff use. These offices are equipped with desks and files. In addition, each instructor is assigned a "home room" for which he is responsible.

3. Workroom
Duplicating machines--mimeograph, hectograph, and Thermo-fax--are located in Room 204. Materials are maintained in that room for teacher use.

B. Departmental Classrooms

Use	No.	Chalk Bd. Sq. Ft.	Bulletin Bd.Sq.Ft.	Size of Room	No. Stations
Typewriting	218	63	39	651 Sq.Ft.	30
Secretarial Lab	216	84	36	522 " "	20
Office Machines	217	92	42	522 " "	20
Accounting	219	42	30	456 " "	30
Lecture	215	116	18	522 " "	20
Lecture	205	100	12	504 " "	30
Data Processing Lab	219A	36	0	206 " "	12
Offices & Workroom	204	16	12	504 " "	4

All of the classrooms have fluorescent lighting, steam heat, (thermostatically controlled), accoustic ceiling, inter-school phones, and facilities for use of visual and equipment.

All rooms and offices are equipped with 6-drawer, steel Invincible teacher's desks and swivel, cushioned chairs.

C. Departmental Equipment

The department is equipped with the most modern up-to-date equipment. This includes a 20-station electronic dictation laboratory and electric typewriters for the instruction of shorthand. The typewriting room has thirty machines approximately equally divided between manuals and electrics. Various types of machines are represented. The office machines room is equipped with a variety of modern equipment including key-driven calculators, rotary calculators, printing calculators, ten key adding-listing machines and a bookkeeping machine.

The electo-mechanical data processing hardware consists of a 402 accounting machine, 026 key punch, 056 and verifier, and 082 sorter.

Visual aids include a variety of charts, 16 mm projectors, film strip projector, tape recorder, overhead projectors and screens, and a record player.

PART III

INSTRUCTIONAL PERSONNEL INFORMATION

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Gerald E. Mirsberger -- Teacher -- Coordinator School of Business Administration

EDUCATIONAL BACKGROUND	University of Wisconsin Extension - Sheboygan, Wisconsin One year undergraduate study
	Bachelor of Education -- Wisconsin State College - Whitewater 1959
	Work on Masters Degree Wisconsin State University, Whitewater
TEACHING EXPERIENCE	Rib Lake High School Rib Lake, Wisconsin - 1959-1961
	School of Vocational and Adult Education - Manitowoc, Wisconsin - 1961
PRACTICAL EXPERIENCE	Schultz Brothers Wholesale -- Sheboygan Wisconsin -- Billing and Costing - 1956-1957
	Village of Rib Lake -- Rib Lake, Wisconsin General Income Tax Work
	A & P Food Stores - Whitewater, Wisconsin - Clerking
QUALIFICATIONS	Provisional Certificates, Vocational Life-time License to teach Business and English - Wisconsin Public Schools
PROFESSIONAL ORGANIZATIONS	United Business Education Association Manitowoc Education Association Manitowoc County Teachers Association Wisconsin Association of Vocational and Adult Education American Association of Vocational and Adult Education Wisconsin Vocational Business Education Association

TEACHING PERSONNEL

Business Technical Division

Gaylord L. Aplin -- Teacher -- Business Education Subjects

EDUCATIONAL BACKGROUND	Masters Degree in Education Northwestern University Evanston, Illinois, 1935 Bachelor of Education Degree Whitewater State University Whitewater, Wisconsin 1931
TEACHING EXPERIENCE	Crandon High School Crandon, Wisconsin, 1920-21 Granton High School Granton, Wisconsin, 1921-24 Lincoln High School Manitowoc, Wisconsin, 1924-1965
PRACTICAL EXPERIENCE	Mark Hooper, C. P. A. Manitowoc, Wisconsin Napp Office & School Supply Co. Manitowoc, Wisconsin Manitowoc Shipbuilding Co. Manitowoc, Wisconsin
QUALIFICATIONS	Life Certificate - business subjects--State of Wisconsin Provisional State Certificate issued by the State Board of Vocational and Adult Education
PROFESSIONAL ORGANIZATIONS	Wisconsin Association of Vocational and Adult Education and American Vocational Association. Honorary member Manitowoc County Education Association

TEACHING PERSONNEL

Business Technical Division

Robert E. Borcherdt -- Teacher -- Business Education Subjects

EDUCATIONAL BACKGROUND	B. A. Degree--Accounting Major University of Wisconsin--1938
PRACTICAL EXPERIENCE	Manitowoc Shipbuilding Company Cost Accountant McDowell Company, Cleveland, Ohio Field Accountant Medusa Portland Cement Company Cleveland, Ohio -- Internal Auditor, Budget Accountant, Cost Accountant, Business Analyst American-Lincoln Corporation, Toledo, Ohio -- Corporate Controller General Tire and Rubber Company--Tertileather Division, Toledo, Ohio Assistant Controller and Office Manager Weyerhaeuser Company, Manitowoc Sales Service and Production Control
QUALIFICATIONS	Provisional Certificate issued by State Board of Vocational and Adult Education
PROFESSIONAL ORGANIZATIONS	American Vocational Association Wisconsin Vocational Business Education Association Wisconsin Association of Vocational and Adult Education

TEACHING PERSONNEL

Business Technical Division

George E. Kettleson -- Teacher & Guidance Counselor

EDUCATIONAL BACKGROUND	B. A. University of Wisconsin Madison, Wisconsin, 1959
	M. S. University of Wisconsin Madison, Wisconsin, 1964
	Graduate Credits, Wisconsin State University, Oshkosh, Wisconsin
TEACHING EXPERIENCE	Six years Social Studies--High School, New Holstein, Wisconsin
	Two years Adult Evening Schools New Holstein and Chilton, Wisconsin
	Evening school director--1 year Chilton, Wisconsin (branch of the New Holstein Evening School)
PRACTICAL EXPERIENCE	Hoffmann Construction Co. Appleton, Wisconsin--summer of 1959
	Mobil Oil--Station Attendant Madison, Wisconsin, summer 1960
	Motor Transport Company Milwaukee, Wisconsin, summer 1961
QUALIFICATIONS	Life-time Teaching Certificate Wisconsin State Department of Public Instruction
	Provisional Certificate Wisconsin Board of Vocational and Adult Education--Guidance Counselor
PROFESSIONAL ORGANIZATIONS	American Vocational Association
	Wisconsin Association of Vocational and Adult Education
	Wisconsin Vocational Business Education Association
	Wisconsin Personnel and Guidance Association

TEACHING PERSONNEL

Business Technical Division

Richard E. Reihl -- Teacher

EDUCATIONAL BACKGROUND	B. S. Wisconsin State University Whitewater, Wisconsin, 1947
	M. S. University of Wisconsin Madison, Wisconsin, 1957
	Diploma: Spencerian Business College Milwaukee, Wisconsin, 1951
TEACHING EXPERIENCE	Manitowoc County Teachers College 1955-1965
PRACTICAL EXPERIENCE	U. S. Navy, 1942-1946
	General Office, Pluss & Pluss, C. P. A., 1950-1951
	Accounting, National Tea Co. Milwaukee, Wisconsin, 1951-1955
QUALIFICATIONS	Provisional Certificate Vocational Education
	Life Certificate--State of Wisconsin
	Wisconsin School Librarian License
PROFESSIONAL ORGANIZATIONS	Wisconsin Vocational Business Education Association
	Wisconsin Association of Vocational and Adult Education
	American Association of Vocational and Adult Education

Edward J. Shimon -- Teacher -- Business Education Subjects

EDUCATIONAL BACKGROUND	B. B. A. - University of Wisconsin Graduate Work - University of Wisconsin Extension (Manitowoc) Wisconsin State University Whitewater, Wisconsin
TEACHING EXPERIENCE	Manitowoc School of Vocational and Adult Education - 1961 (student-teaching)
PRACTICAL EXPERIENCE	Mark Hooper C.P.A. - 1957-1958 Haupt Mild Transit - 1958-1960 Manitowoc Engineering Corp. - 1941-1957 Northwestern Railroad -- Summer 1940
QUALIFICATIONS	University Teacher's Certificate granted from the University of Wisconsin Teaching License issued by the Department of Public Instruction Provisional State Certificate issued by the State Board of Vocational and Adult Education
PROFESSIONAL ORGANIZATIONS	Wisconsin Association of Vocational and Adult Education, Wisconsin Educational Association, Manitowoc Education Association, Manitowoc County Association, National Business Education Association.

TEACHING PERSONNEL

Business Technical Division

Gordon A. Timpany -- Teacher -- Business Education Subjects

EDUCATIONAL BACKGROUND	Masters Degree Candidate University of Minnesota Minneapolis, Minnesota
	Bachelor of Education Degree Wisconsin State University Whitewater, Wisconsin, 1956
TEACHING EXPERIENCE	Washington High School Two Rivers, Wisconsin, 1956-57
	Waukesha High School Waukesha, Wisconsin, 1959-65
PRACTICAL EXPERIENCE	Westphal Electric Company Janesville, Wisconsin
	Dental Corps - Office U. S. Army
	Stevenson's College Grill Whitewater, Wisconsin
	A & P Food Store Janesville, Wisconsin
	H & T Distributors, Inc. Janesville, Wisconsin
	Sullivan's Store for Men Waukesha, Wisconsin
QUALIFICATIONS	Life Certificate - business subjects--State of Wisconsin
	Provisional State Certificate issued by the State Board of Vocational and Adult Education
PROFESSIONAL ORGANIZATIONS	Wisconsin Association of Vocational and Adult Education
	American Vocational Association
	Wisconsin Vocational Business Education Association
	Delta Pi Epsilon

Mildred Wachowiak -- Teacher -- Business Education Subjects

EDUCATIONAL BACKGROUND	Bachelor of Science Degree College of St. Theresa, Winona, Minnesota---1947
	Summer Session College of St. Theresa---1949
TEACHING EXPERIENCE	Chatfield High School Chatfield, Minnesota---1947-1948
	Galesville High School Galesville, Wisconsin-1948-1950
	Winona Secretarial School Winona, Minnesota Summer Session 1949
	Substitute Teaching Manitowoc Senior & Junior High
	Manitowoc School of Vocational and Adult Education--1964
PRACTICAL EXPERIENCE	Lakeside Packing Company Plainview, Minnesota and Manitowoc, Wisconsin Payroll and Secretarial Work
QUALIFICATIONS	Qualified for life time certificate in Business Educations, Secondary level, Wisconsin.